

# change4life local supporter's guide



Helping you to help families make  
changes for a healthier future

# introducing this guide

Welcome to the Change4Life local supporter's guide. It contains everything you need to know to help families to eat well, move more and live longer using Change4Life.

The information in this guide will also help you to brief colleagues and team members, so that they can also get involved.

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# what is change4life?

Change4Life is a nationwide movement that is supported by partners from every sector of society and backed by a major communications campaign. It aims to help us all, but especially our kids, eat better, move more and live longer.

Change4Life is just getting started, but it will soon reach across our society. People will be talking about it at the school gates and the shops, on TV and on the internet. And we want you to be among the first to hear about it, so that you can spread the word.

## Why do we need Change4Life?

Quite simply, because modern life makes it hard to eat healthy food and get enough exercise. As a result, we can end up with too much fat in our bodies.

This fat can lead to preventable illnesses such as type 2 diabetes, heart disease and cancer. So the habits children get into when they are young can lead/increase the risk to health problems when they're adults.

The problem is that research also shows that many parents are unaware of the risks to their children. They tend to underestimate the amount that they and their children eat and overestimate the amount of activity the family does.

## So how serious a problem is this?

According to the government's Foresight report, if we carry on as we are, 9 out of 10 of our kids will grow up to have dangerous amounts of fat in their bodies. Yet only about one in ten parents recognise that their child is overweight or obese. It's no wonder the situation has been described as a 'time-bomb'.



# how will change4life work?

Change4Life is designed to help families make changes to their lifestyle by guiding them through three stages.

## Stage 1: Reframing the issue

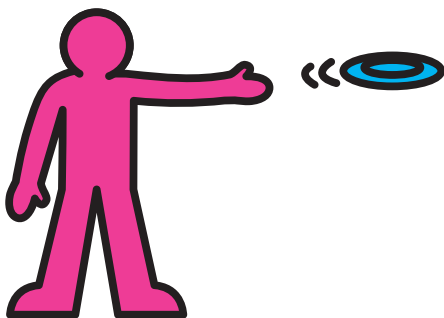


Because many parents don't understand the link between fat in the body (caused by too much unhealthy food and low levels of activity) and serious diseases they can be resistant to changing their habits. They also tend to hear words like 'overweight' and 'obese' applied to their kids and think that they are being accused of being bad parents.

To combat this, a major Change4Life advertising campaign launched in January 2009. It uses messaging that 'reframes the issue' in order to help parents respond more positively. The campaign talks about 'fat in the body' rather than 'fat bodies' and makes clear the link between fat and illness. It also pins the blame on modern life, which affects all of us, rather than pointing the finger at parents.

## Stage 2: Personalising the issue

Once parents recognise that fat in the body is an issue that could affect their family's health, we need to help them understand the importance of their family's diet and levels of physical activity. A special Change4Life survey called 'How are the kids?' is designed to get parents thinking about their family's behaviours around diet and activity.



## Stage 3: Rooting specific behaviours

Next, the campaign will provide parents with practical tips to make the changes that are necessary to give their family a healthier future. It won't tell them what to do – it will provide them with lots of tips and ideas based around 8 desired 'behaviours', so that parents can choose the ways that will work best for their family. You will find more information about the behaviours in this guide.

# what can you do?

To be successful, Change4Life will need everyone who cares about our nation's children to join in.

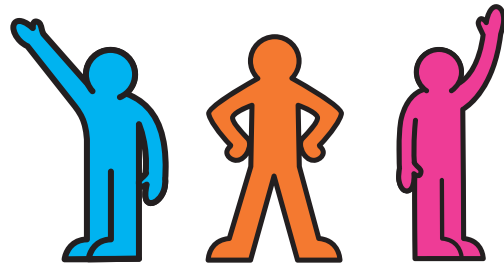
We need to help families to change their lifestyles, and that's a big challenge. But we know it can be achieved if they get help and support from lots of different trusted sources and see people around them doing the same things. After all, a few years ago recycling was something only really environmentally conscious people did, and now it's a national habit.

Big national organisations are already getting involved with Change4Life, including government agencies, the NHS, charities and the media, and they're being joined by lots of commercial brands.

But to be successful, Change4Life needs to grow from the heart of the community. That's why we need local supporters – individuals like you – who can support the campaign at a grassroots level.

Maybe you are:

- an individual volunteer
- a community group or club
- a healthcare professional
- a local authority or school
- a local business, or a local branch of a national organisation or commercial brand
- an 'ordinary' mum or dad who helps out with activities such as sponsored walks.



Whether you're a professional or a volunteer, if you support families on a local community basis you can play a major role in Change4Life.



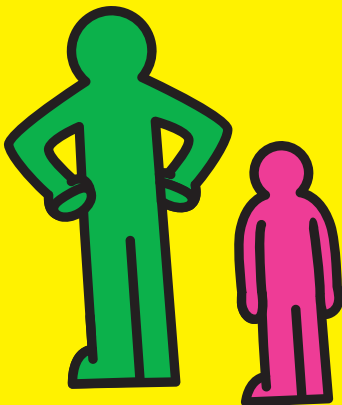
# how to talk about change4life

Change4Life is based on extensive research. This tells us that there are some things we can say and do that will help motivate parents to make changes to their family's lifestyle, and other things that may make them reject our message.

This is such an important issue, we can't afford to get things wrong and alienate parents. So the more we understand about how parents feel about diet and activity, the challenges they face and the barriers they need to overcome, the more likely we are to persuade them to change.

Here's what we found out from the research. Following this guidance when talking to families will help you and your colleagues get the best results from Change4Life.

## 1. Parents aren't motivated by the word 'obesity'



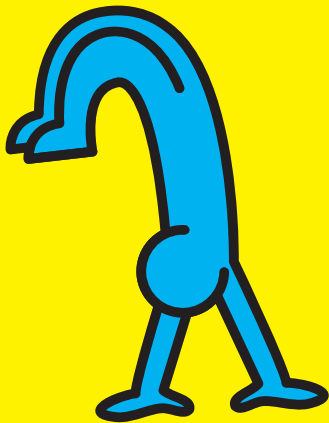
- Many parents associate obesity with the extreme cases they see in the media (such as '14-stone 9 year olds'), not with 'normal' kids like their own.
- They see the word 'obese' as an insult, not a medical term. They tell us they wouldn't use the word themselves and don't let their children use it about others.
- To many parents, obesity is about the way you look. They don't connect it with the increased risk of serious illness.
- That is why we talk about fat in the body rather than a fat body.

## 2. But parents are motivated by future dangers to their kids

- Everyone knows that the diseases we're talking about – heart disease, cancer and type 2 diabetes – are bad news. No parents would wish them on their kids.
- Once parents understand that high levels of fat stored in the body can lead to these serious diseases, they're much more willing to consider doing something about it.



## 3. Parents often don't recognise their unhealthy habits



- It goes without saying that most parents love their children and wouldn't knowingly do anything to harm them.
- But family habits, which parents might not realise are unhealthy, may be putting their children at risk. Parents tend to underestimate the amount their families eat and overestimate the amount of physical activity they do.
- It's easy for parents to prioritise their children's immediate happiness over their long-term health (such as giving in to demands for snacks).
- Unhealthy habits in childhood can lay the foundations for health problems in adulthood.

#### 4. No one likes to be thought of as a bad parent

- Change4Life does not blame parents for the amount of fat in their children's bodies. But it explains that, with modern life being the way it is, it's all too easy to make unhealthy choices.
- It's not about 'good' or 'bad' parents, it's up to all parents to take responsibility for their family's lifestyle and habits.
- The campaign will be helpful, not critical, and you need to be too.



#### 5. Parents are fed up with being told what to do



- Parents know their kids better than anyone else. They also face lots of challenges. So being told how to do the job doesn't go down well.
- But we do need parents to understand where changes are necessary, and why.
- To do this, we will provide lots of ideas and suggestions, so that parents can choose what will work best for their family.

#### 6. Parents on tight budgets often think that healthy living takes too much time or money

- Some of the families who are most at risk will be on tight budgets.
- They may feel that healthy living is for mums who have plenty of money and don't have to work, and not for them.
- We need to let them know that Change4Life isn't about expensive foods or gyms – many of the Change4Life ideas and suggestions are cheap and easy for anyone to do.



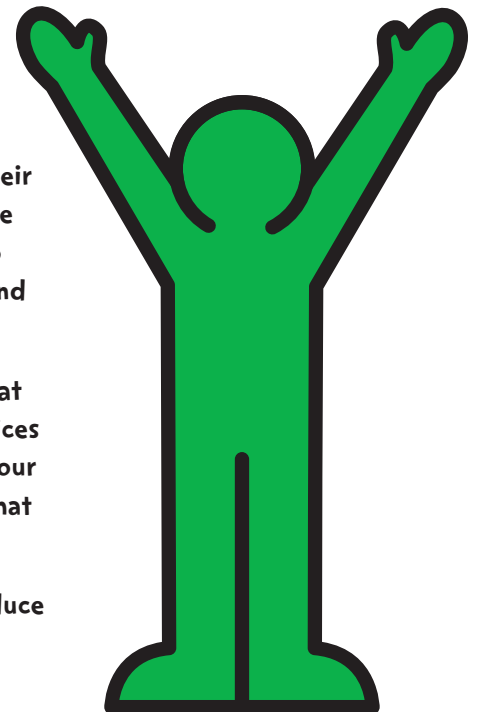
If you want to read more about the research, [you can download Healthy Weight, Healthy Lives: Consumer Insight Summary](#) from the 'partner tools' area of the [change4life](#) website ('partners & supporters').

# helping parents change their behaviours

People generally don't like change. But if parents are going to prevent their children from growing up with an increased risk of serious illness, they are going to need to make changes. We need to make this absolutely clear to parents. But at the same time, we need to keep the changes we recommend flexible and accessible.

This section contains a series of healthy behaviours for 5–11 year olds that Change4Life recommends parents adopt. They involve simple swaps, choices and alternatives to make changing their habits easier for families. With your support and encouragement, parents will be able to identify the things that their family can do to eat well, move more and live longer.

There are also ideas for you and your colleagues that will help you introduce each behaviour to the families you work with.



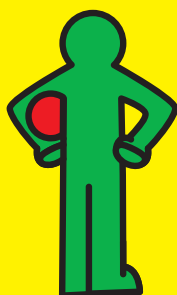
# 1 sugar swaps

## Objective: Helping parents to reduce their children's consumption of sugar

### Why is this change important?

Parents are usually aware that eating and drinking sugary things can damage teeth. But they're often not aware of the link between excess sugar and an increased risk of diseases like heart disease and type 2 diabetes.

### How do we explain this to parents?



We're calling this behaviour:

**sugar swaps** – simple ways to help kids eat less sugar

We wouldn't let our kids eat sugar straight from the sugar bowl. But we tend not to think about the sugar hiding in the other things they eat and drink.

Excess sugar can mean excess energy, which in turn can lead to stored fat in the body and diseases like diabetes and heart disease.

Sugar swaps are a simple way to swap food and drink that has added sugar for stuff that has no added sugar.

For example, did you know that more than a quarter of the added sugar in kids' diets comes from sugary drinks? So swapping to water, milk (ideally semi-skimmed, but remember children under 2 need full-fat milk), sugar-free drinks, sugar-free squash or unsweetened fruit juice can really make a difference.

Read more **sugar swap tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)





# me size meals

## Objective: Helping parents to serve appropriate portion sizes

### Why is this change important?

Many parents give their children the same size portion as they give themselves. But when we eat more than we need, the extra food turns into stored fat.



### How do we explain this to parents?

We're calling this behaviour:

**me size meals** – making sure that kids eat the right-sized portions for their age

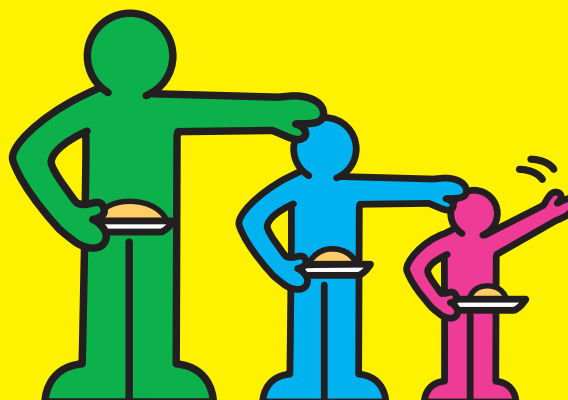
Kids seem to grow up so quickly these days. They often like to be treated like grown ups before they've really grown up.

This can also be true when it comes to meal times, when kids often end up with the same amount of food on their plates as grown ups.

But when they eat more than their bodies need, it converts to stored fat in their bodies. That's why making a conscious effort to serve them 'kid-sized' portions is so important. It's common sense really.

That way, you might even begin to see clean plates coming back, and if they really are still hungry, it's OK to give them some seconds.

Read more **me size meal tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)



# 3 meal time

**Objective: Helping parents to make sure that their kids eat 3 meals a day**

**Why is this change important?**

Giving kids 3 balanced meals every day helps to make sure that they get all the nutrients they need. But the pressures of modern life mean that many families are rushing and eating on the go.

**How do we explain this to parents?**

We're calling this behaviour:

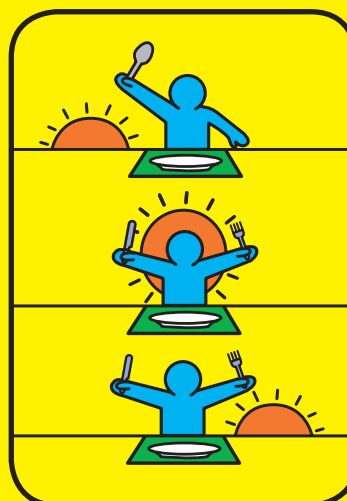
**meal time** – making time for 3 regular meals: breakfast, lunch and dinner

We all seem to be busy these days, and in our hectic modern lives we often don't make time for meals.

Rushing, making do and eating on the go all lead to healthier eating habits like snacking, eating fast food, TV meals, fussy eating and so on. Skipping meals is also bad for children, as they may miss out on essential nutrients.

That's why making time for regular meals is important. It's up to you how you do this to fit with your family and lifestyle, but sticking to regular meal times really helps.

Read more **meal time tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)



# 4 snack check

## Objective: Helping parents to reduce their kids' consumption of unhealthy snacks

### Why is this change important?

Many snacks contain high levels of fat, sugar or salt. What's more, kids who fill up on snacks are less likely to eat their meals.

### How do we explain this to parents?

We're calling this behaviour:

**snack check** – simple ways to reduce unhealthy snacking

Most people snack more than they realise. Many snacks are high in sugar, fat, calories, salt and all the things we shouldn't eat too much of.

There are no hard and fast rules on exactly how many snacks are too many, but many families find that setting a limit on snacks and treats is a great way of keeping a lid on their kids' snacking.

Read more **snack check tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)

| Snacks |     |     |     |      |     |     |     |
|--------|-----|-----|-----|------|-----|-----|-----|
|        | Mon | Tue | Wed | Thur | Fri | Sat | Sun |
| Me     |     |     |     |      |     |     |     |
| Jane   |     |     |     |      |     |     |     |
| Jim    |     |     |     |      |     |     |     |
| John   |     |     |     |      |     |     |     |



# 5 a day

## Objective: Helping parents to increase their kids' consumption of fruit and veg

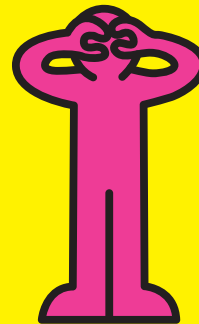
### Why is this change important?

Everyone knows that fruit and veg are good for kids. But many parents think they've got to get their kids to eat mountains of fresh veg, which can seem like an impossible task. Because they don't know that there are lots of other options, their kids are missing out on vital vitamins and minerals.

### How do we explain this to parents?

We're calling this behaviour:

**5 a day** – smart ways to get even the pickiest kids eating more fruit and veg



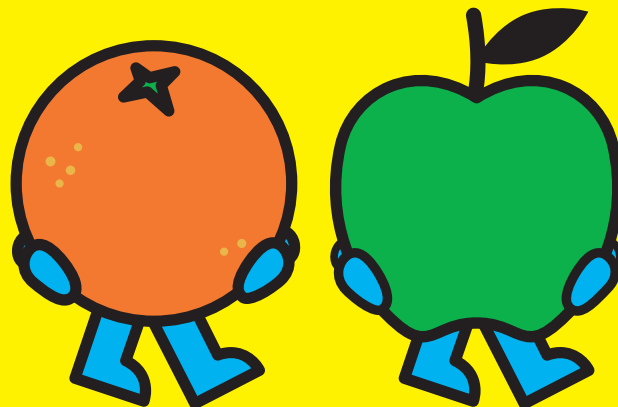
Eating more fruit and veg is important for us all – they're packed with essential vitamins, minerals and fibre, which may help reduce the risk of diseases like cancer and heart disease.

If your children aren't keen on eating fresh fruit and veg, don't give up – there are lots of other ways they can get those important nutrients.

For example, did you know that canned, frozen and dried fruit and veg and 100% juice all count towards 5 a day? Buying canned and frozen fruit and veg can really help you to keep the cost down.

All school dinners include at least 2 portions of fruit or veg, so that's another way of getting them towards their 5 a day.

Read more **5 a day** tips for parents at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)



# 6 cut back fat

## Objective: Helping parents to reduce their kids' consumption of foods high in fat

### Why is this change important?

Cutting back on fat reduces the risk of heart disease, as most of us know. But when it comes to understanding which foods contain high levels of fat, many parents lack knowledge, which means they may be risking their children's health.

### How do we explain this to parents?

We're calling this behaviour:

**cut back fat** – easy ways to lower the fat in your family's diet

We all know that too much fat is bad for us. But we don't always know where it's lurking. It seems to be in so many of the things we like, and it can be difficult to know how to cut down.

Fortunately there are plenty of simple ways to go easy on the fat – straightforward things like comparing food labels, swapping certain foods for others and changing the way we prepare and cook food.

For example, did you know that grilled fish fingers have much less fat than fried fish fingers? Or that trimming the fat off bacon can reduce its fat by about a half?

Read more **cut back fat tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)



# 7 60 active minutes

**Objective: Helping parents to ensure that their kids do an hour of physical activity every day**

## **Why is this change important?**

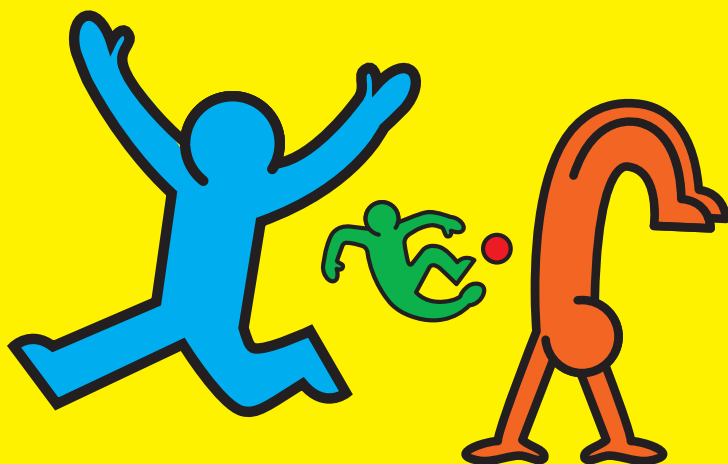
It's easy for parents to overestimate how much physical activity their kids are doing. Kids actually spend a lot of the day at school sitting, so it's important that they are active after school. If not, they risk converting energy into excess fat in their bodies.

## **How do we explain this to parents?**

We're calling this behaviour:

**60 active minutes** – keeping your kids active, healthy and happy

Active kids are happy kids – they like to be up and about, running around and having fun. The trouble is, in this modern world they've got other things to do and plenty of reasons not to go outside and play or run around.



In fact, kids need to do at least 60 minutes of physical activity a day that gets their hearts beating faster than usual. They don't need to do it all in one go, but they do need to do it every day, in order to burn off energy and avoid building up fat in the body that can lead to cancer, type 2 diabetes and heart disease.

Even at school they are sitting for much of the day, so getting the right amount of after-school activity is important. And don't forget their 60 active minutes at the weekend too!

Read more **60 active minutes tips for parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)

# 8 up & about

## Objective: Helping parents to stop their kids 'vegging out' too much

### Why is this change important?

We all need to move about to burn off energy and kids are no exception. Being active also helps with kids' healthy growth and development.

### How do we explain this to parents?

We're calling this behaviour:

**up & about** – how to limit 'vegging out' and make sure that your kids are active

Modern life has made things much more comfortable for us – so comfortable, in fact, that most of us spend too long sitting down doing nothing much at all!

Of course it's important to relax, but there's a difference between chilling out and vegging out. The fact is that kids who are inactive don't burn off enough energy and store up fat in their body.

The solution is simple – get up! Simply being up and about burns energy and helps to fend off diseases like type 2 diabetes, heart disease and cancer.

Something as obvious as getting your kids up off the sofa will help. Encourage them to turn off the TV or computer games and do something more active.

Some families find that setting a daily limit for sitting still (e.g. '2 hours max') is a good way to keep their kids active.

Read more **up & about** tips for **parents** at [www.nhs.uk/change4life](http://www.nhs.uk/change4life)



# things to remember as a change4life local supporter

Change4Life is setting out to tackle a serious health issue, so it makes sense that, as a local supporter, we ask that you follow certain guidelines.

The Department of Health has provided Change4Life branding tools and toolkits to enable local supporters to create their own Change4Life marketing materials and/or run their own activities. If you want to use these, you must agree to be bound by our campaign terms.

You can view the [full campaign terms for local supporters](#) on the partner tools area of our website.

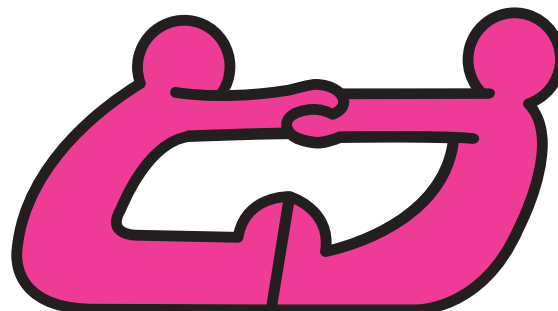
## Supporting both diet and activity messages

An important part of the campaign terms is about promoting both diet and physical activity messages.

A key insight from the research behind Change4Life is that parents are prone to 'trading off' less healthy behaviour in one area with better behaviour in another. For example, if they feel that their kids are doing lots of activity, they may ignore the fact that they are eating too many snacks, on the grounds that 'they'll burn off the energy anyway'.

Evidence suggests that the best way to prevent rising levels of fat in the body is by being vigilant about both diet and physical activity levels. So it's important that, as a supporter, you encourage behaviour changes in both. Don't worry if your usual work or activities focus on one area and you don't feel confident talking to parents about the other. You don't need to become an expert in a new subject – all we ask is that you tell families that both diet and activity levels are important and show them where they can find out more.

The next section contains ideas for how you can support Change4Life through the work you already do.



# supporting change4life through your work

How you get involved with Change4Life is up to you. It will depend on things like how and where you work with families and what types of activities are particularly suited to your role.

Here are 5 suggestions to give you some ideas.

## 1. Chat to families about Change4Life

One of the most important things you can do to support the campaign is also one of the easiest. Simply telling families that you're supporting the campaign and directing them to more information (for example by giving them our website address – [www.nhs.uk/change4life](http://www.nhs.uk/change4life), or the phone number for parents and carers – **0300 123 4567**) is a great way to help.

## 2. Put up a Change4Life display

If you've got access to a noticeboard, a waiting room or a spare bit of wall, why not give families some Change4Life materials to read? You can **download posters and leaflets** providing information and tips from the partner tools area of the Change4Life website ('partners & supporters'). Alternatively, you can **order a Change4Life supporter's toolkit**, which includes printed copies, by calling **0300 123 3434\***.

**Local supporter tip:** If you're already helping families to get active, for example by running a sports club, you could use your display to help them choose a healthier snack. Download a poster now from the partner tools area on the Change4Life website ('partners & supporters').

### 3. Use the Change4Life logo

Do you create leaflets, posters or newsletters keeping families informed about healthy eating and being active? Or do you have a website or send emails out? If so, you may be able to include our logo on your materials to let parents know that you're supporting Change4Life. **Register online as a local supporter** now to get access to logos and advice on when you can use them, or call the local supporter helpline on **0300 123 3434\***.

### 4. Provide Change4Life information in your communications

Along with our downloadable logos, there are short pieces of Change4Life text available. They'll explain what the campaign is all about and how to find out more, and they're ideal for dropping into your newsletter, email or website update.

**Local supporter tip: If you normally talk to families about diet, don't forget to remind them to get active too! You can find information and tips on our website.**

### 5. Hold a Change4Life event

Informal get-togethers such as coffee mornings are a great way to introduce Change4Life. You could either talk to parents about a couple of the campaign behaviours in one go, or cover one per session if it's a regular event. Don't forget to check out the tips on our website first.

**Local supporter tip: Why not print off copies of the Change4Life kids' activities sheet before your event? Parents will find it easier to listen if their kids are happily occupied. You'll find the activities sheet in the partner tools area of our website ('partners & supporters').**

# resources available to help you

Become a local supporter of Change4Life and you'll get access to all sorts of exciting and useful materials to help you spread the word to the families you work with. Here are some of the things you might find useful.

## Local supporter Change4Life toolkit

Along with this guide, you'll find lots of other useful Change4Life materials to download on the partner tools area of our website (printed packs are also available). Posters, leaflets and activity sheets for kids are available, all specially designed to make it easy for local supporters to pass on Change4Life information.

## Activity toolkits

We want to make it as easy as possible for supporters to help parents to adopt healthier behaviours, some of which may appear rather challenging to families. To help make the behaviours as fun as possible, a range of additional toolkits is being created to help you plan and run activities to promote specific changes; for example Cook4Life, Walk4Life, Breakfast4Life. **Look out for these toolkits** if you have an area of particular interest and are thinking of organising an event; they will soon be available in the partner tools area of our website.



## Logos, images and other assets

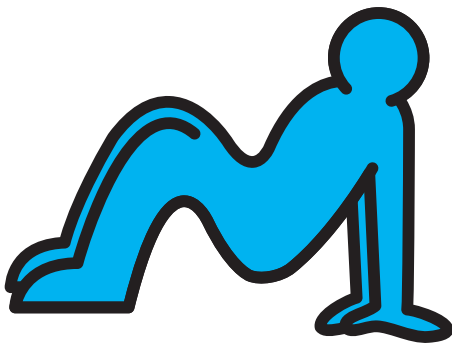
We'll make it easy for you to badge your communications to show that you're supporting Change4Life. Everything you'll need is available to download from our website but you will need to **register as a local supporter** to access them.

## Answers to your questions

Need an answer? The first place to look is the **FAQs** on the 'partners & supporters' area of our website. If you can't find your question or you'd prefer to speak to a member of the Change4Life team by phone, you can call our local supporter helpline on **0300 123 3434\***.

# don't forget the change4life consumer website

The consumer section of the website is full of information and tips for families, so it's well worth checking out. Here are some features you might find useful.



## Information on the 8 Change4Life behaviours...

Read more about the healthy behaviours that families need to adopt and why they're so important.

## ...and ideas for how to adopt them

Helpful tips and ideas that enable parents to pick the best strategies to suit their own family.

## Healthy living suggestions

Handy interactive tools to give parents ideas and tips to help them and their family towards a happier, healthier future.

## Local activity listings

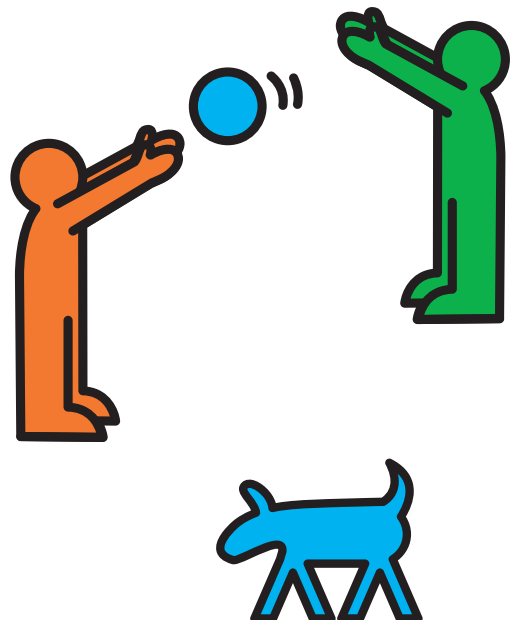
A searchable database showing what's happening in local areas to help families eat well and move more.

## The 'How are the kids?' survey

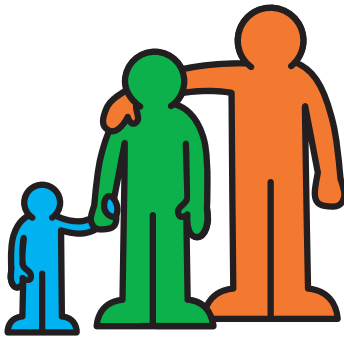
Parents can complete the survey online as well as on paper, and less confident parents may welcome your help in this (survey available from 31 January 2009).

## Action packs for families

Families who sign up to Change4Life online will be sent a great pack to help them get started. It's full of information, ideas and top tips from other parents, plus puzzles, activities, stickers and other fun stuff.



# how to get publicity for your activities



If you're organising a Change4Life event, media coverage can help get the local community behind it. Publicising your activity through local print and broadcast media will get people interested and encourage them to get involved.

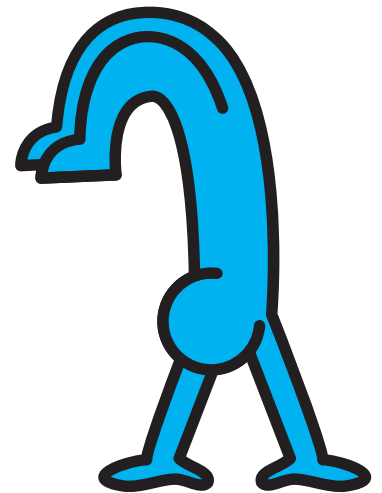
The following tips will help you make your story stand out for press, radio or local television.

- What is exciting about your event, and how will it help local people change their lifestyles?
- How can people get involved – do you need them to contact you beforehand or can they just turn up?
- Is it a photo opportunity rather than a story?

## Writing a news release

- Keep it short.
- Use clear, everyday language.
- Cover who, what, when, where and why in the first couple of paragraphs.
- Include basic information (date, telephone number, etc.).
- Keep a copy of the news release as well as a record of when and where you sent it.
- Target your release. For example, if there is a great photo opportunity, tell the local paper or television station, who will want something visual.
- Send the release 7–10 days before your event or launch and follow up with a call to the journalist 1–2 days before to see if they are interested or need any more information.
- Make sure you take digital photos on the day.

Local journalists get hundreds of press releases, so it is important that you call local press or radio contacts a few days before your event or photo opportunity.



## Calling a journalist



- Ask for the news desk or a named journalist.
- Make sure that it's a good time to talk (remember that they have deadlines).
- Have the press release in front of you.
- Have some basic facts about Change4Life to hand, such as why families need to make changes and what the risks of not changing are.

# contact us

The 'partners & supporters' area of the website has information, ideas and resources for local supporters, including:

- case studies
- partner tools
- FAQs
- useful links.



**Go to [www.nhs.uk/change4life](http://www.nhs.uk/change4life) and click on 'partners & supporters'**

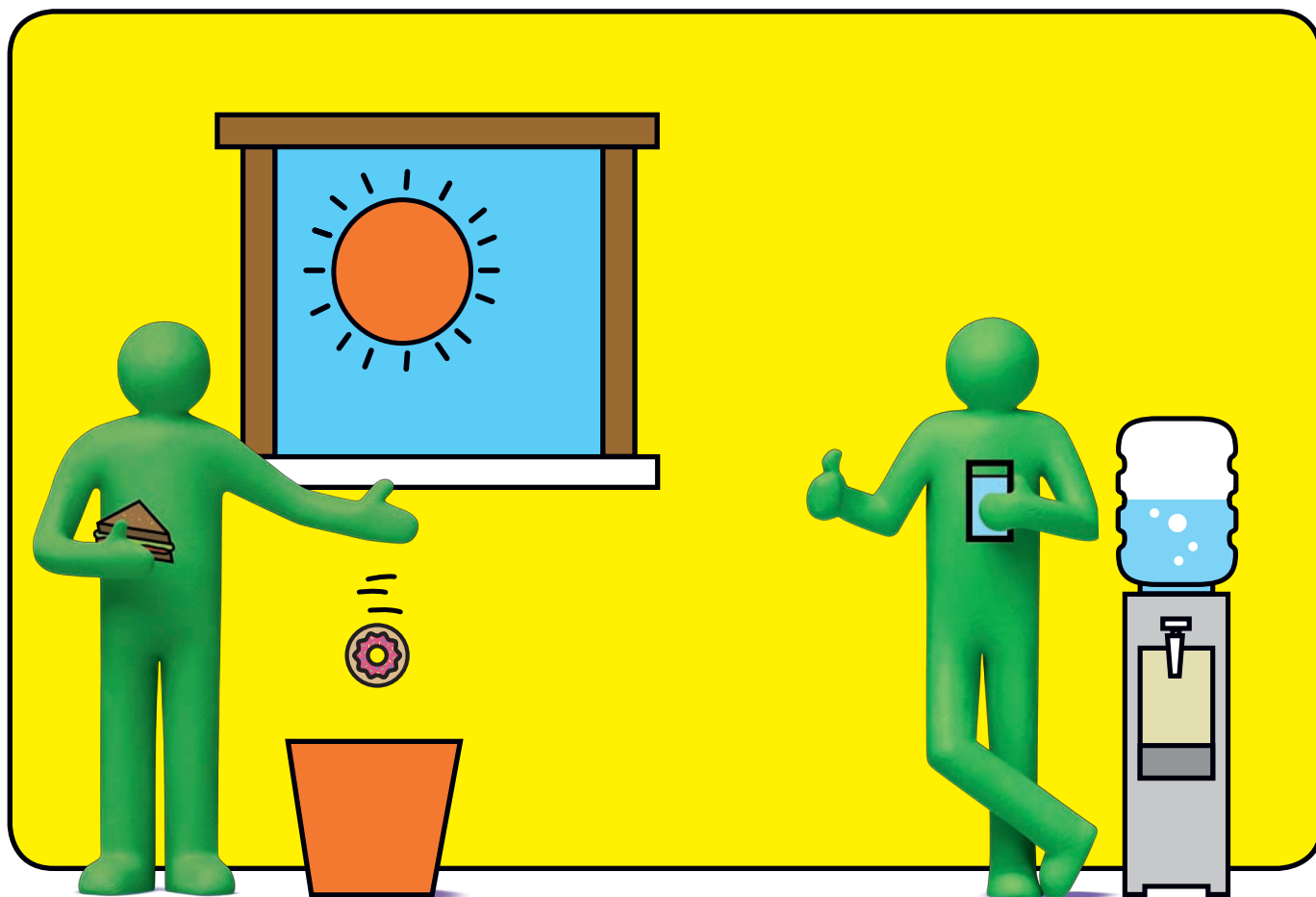
By **registering as a local supporter** you will receive regular updates about the campaign and new resources that become available. Registering also gives you access to Change4Life logos and images for use in your own materials.

**If you are not online, you can also register via the Change4Life local supporter helpline on  0300 123 3434\***

\*Calls to 03 numbers should cost no more than 01 or 02 UK-wide calls, and may be part of inclusive minutes subject to your provider and your call package. Our offices are open 9am to 8pm every day

# Change4Life employer's guide

How to use Change4Life to  
create a healthier workforce



change  
4 life

Eat well Move more Live longer

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# Hands up who'd like a healthier, more productive workforce?

Welcome to **Change4Life**, the wellbeing campaign from the Department of Health. It's a well recognised campaign that's already become part of everyday life for thousands of families.

Now you can put **Change4Life** to use within your organisation, to help your staff become **healthier, happier and more productive**.

The Change4Life recommendations on nutrition and physical activity for adults come straight from Government health experts including the Chief Medical Officer. We've also carried out extensive research to understand the barriers to healthy living amongst UK adults.

Change4Life has new messages for your staff, to inspire them to take action. What's more, we can provide the tools you'll need to start communicating these messages to your staff today, free of charge.



# Why businesses need Change4Life

**The ultimate aim of Change4Life is to reduce the prevalence of obesity. And put starkly, obesity is a growing problem for businesses.**

The links between being overweight and an increased risk of developing serious illnesses including heart disease, type 2 diabetes and stroke has been well documented. A recent study estimated that these illnesses are set to cost the UK economy around £20 billion over the next 10 years\*.

More immediately, a whole range of health problems are linked to poor diet and insufficient physical activity. Healthcare issues such as problems sleeping, depression and back, neck and joint pain may not be as life-threatening, but they can significantly impact productivity.

## Top 10 health problems impacting productivity\*

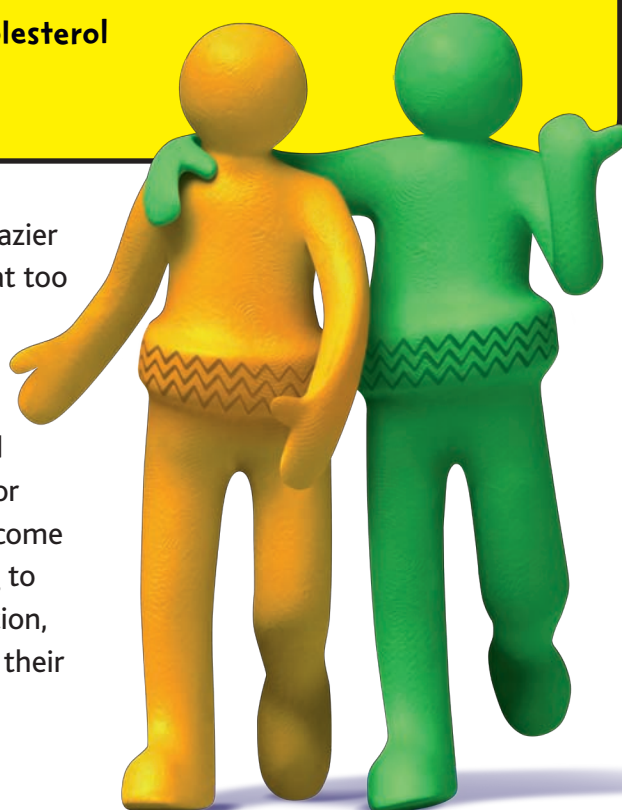
Which of these obesity-related conditions are reducing your organisation's productivity?

- |                       |                     |
|-----------------------|---------------------|
| 1. Fatigue            | 6. Arthritis        |
| 2. Depression         | 7. Hypertension     |
| 3. Back/neck pain     | 8. Obesity          |
| 4. Sleeping problem   | 9. High cholesterol |
| 5. Other chronic pain | 10. Anxiety         |

Obesity levels are rising – not because we're all becoming lazier or more gluttonous, but because it has become easier to eat too much energy-laden food and harder to burn it off.

In fact, according to the National Institute for Health and Clinical Excellence, 61.4% of adults aged over 16 in England are now either overweight or obese. It's a particular issue for adults aged 45-65, because it's at this age many people become less active but fail to eat less to compensate – contributing to the dreaded 'middle age spread'. And with an aging population, many UK businesses are seeing an increasing proportion of their workforce reach that age group.

Maintaining a healthy weight is an issue for all adults, so Change4Life is based on behaviours that are healthy for adults of all ages to adopt – whether they're currently overweight or not.



\*Source: World Economic Forum: Working Towards Wellness in cooperation with PriceWaterhouseCoopers

# Good news for your organisation...

**Research shows that employers can help their employees improve their health – and doing so can pay significant dividends.**

The PriceWaterhouseCoopers report, 'Building the case for wellness'\*, analysed the results of UK workplace initiatives aimed at improving the wellbeing of staff and identified substantial benefits. It also found that the cost of running wellbeing programmes was quickly translated into financial benefits for the organisations involved.

**Dame Carol Black's review estimates that the overall costs of working-age ill-health in the UK exceed £100billion every year.**

## **Wellbeing initiatives improved:**

- productivity
- employee morale and motivation
- company profile
- competitiveness and profitability

## **And reduced:**

- absence from sickness
- staff turnover
- accidents and injuries

The report concluded that workplace wellness makes commercial sense – good news in today's economic climate. Change4Life also offers organisations opportunities for team building challenges that can help encourage collaboration.

# ...and for your staff

By making small improvements to their diet and physical activity levels, many people report that they soon have fewer aches and pains, sleep better, have more energy and enjoy a better quality of life. If they keep up these new habits, they also start to lose weight, which does their self image good.

In the long term, maintaining a healthy weight can reduce the risk of developing certain serious illnesses.

**Find out how much ill health is costing your organisation – as well as tips and ideas on how you can encourage a healthy and productive workforce – by using the Workplace Wellbeing tool:**  
[www.businesslink.gov.uk/wwt](http://www.businesslink.gov.uk/wwt)

\*Source: World Economic Forum: Working Towards Wellness in cooperation with PriceWaterhouseCoopers

# Change4Life – a fresh approach

Change4Life has invested approximately £150K in understanding the triggers and barriers that adults, especially those aged 45-65, have around diet and exercise. Our research showed that most middle aged people are well aware that they have gradually gained weight with age. But although they recognise that feeling healthy and trim would bring many benefits, it just feels too difficult to achieve.

The adults we interviewed told us that they'd tried diet and exercise plans in the past, but had not been able to stick to them long term and had failed to lose weight. As a result, they now tend to believe there are only two options open to them:

1. punitive, unrealistic and unsustainable 'fad' diets and exercise regimes
2. giving up and accepting middle age spread and the health problems associated with it

**To motivate your staff to adopt a healthier lifestyle, you need to offer them something completely different.**

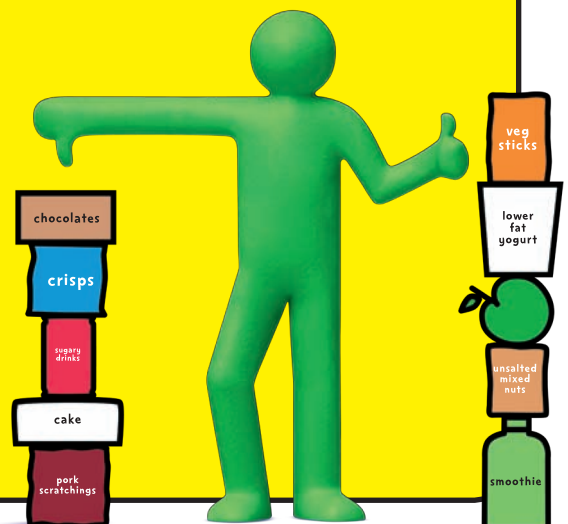
## You don't have to stop it – just swap it

**That's why Change4Life is a totally new approach. The Change4Life message to your staff is that they don't have to completely stop all the things they love eating, drinking and doing – they can swap some things instead.**

Change4Life recommends healthy behaviours around diet and physical activity, grouped into six areas and positioned as 'swaps'. The swaps are simple to make but are reported to produce benefits – such as feeling better, sleeping better, having more energy and fewer aches and pains – surprisingly quickly.

Change4Life encourages people to try one or two swaps to begin with, and then add more once they start seeing the benefits. And because the swaps are easy to make, they're easier to stick to for the long term – especially when the people around you are making swaps too.

To find out more about the six behaviours and the swaps recommended for each, please search **Change4Life** online.



# How to use Change4Life

By using the Change4Life campaign within your organisation, you'll be 'tapping into' an extremely well-recognised and credible brand. As a society-wide movement, Change4Life is already synonymous with healthy living.

## Three ways to use Change4Life:

1.

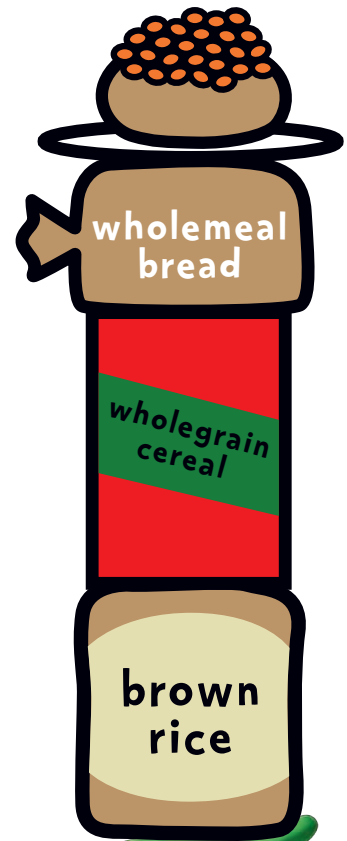
If you don't already promote healthy living behaviours to your workforce, the ready-to-use **Change4Life materials** are a simple and cost effective way to start.

2.

If you already run activities or events promoting wellbeing, you can use the **Change4Life branding and information** in your own materials to refresh and reinforce your message.

3.

If you want to create a new wellbeing programme tailored to the needs of your staff, the **Change4Life behaviours, tips and ideas** can provide an ideal basis.



# How to use Change4Life

## Using the 'ready to use' materials

The quickest and simplest way to get involved with Change4Life is to use the free, ready to use employer's materials. They're designed to be used in different settings, to prompt your staff at key moments through their day. If you have received a printed pack, you already have pre-printed copies of some of them, ready to use.

All the materials listed below are available for you to download from the Change4Life website:



## Posters to put up

9 different swap posters, to display in areas where staff are making food, drink and activity choices. (A3 copies of 6 of the designs are included in the printed packs).

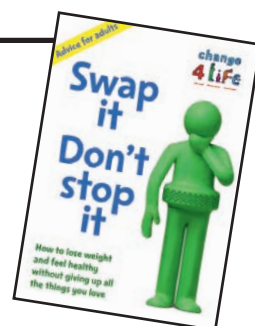
## 'Table talkers' for your staff canteen

Challenge your staff to think about the food, drink and activity choices they're making. Print them out, then fold and secure them to make a triangular standing card.



## Leaflets

12-page A5 colour leaflet, containing information on the six behaviours, plus some swaps to get started. Available as artwork for professional printing (contact [c4lpartnerships@dh.gsi.gov.uk](mailto:c4lpartnerships@dh.gsi.gov.uk)) or print off the single-sided version.



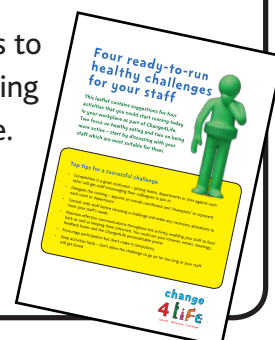
## Tray liners for your staff meal trays

A4 sheets designed to be placed on each tray, ready for staff to pick up.



## Workplace challenges leaflet

4 ready-to-run activities to help your staff start eating better and moving more.



# How to use Change4Life

## Using Change4Life in your own materials

**Your own staff communications could be used to promote the Change4Life messaging. Here are a number of ways we can make it easy for you.**

### Co-branding Change4Life materials

If you wish, you can co-brand any of the ready to use materials listed on page 8 with your organisation's logo to show your support for the campaign. You'll need to be able to organise the printing of these materials. To obtain the artwork files, please email [c4lpartnerships@dh.gsi.gov.uk](mailto:c4lpartnerships@dh.gsi.gov.uk)

### Using the Change4Life sub-brands

A number of these exist, focussing on specific behaviours or activities and providing guidance and tips. You might find them useful in supporting your organisation's activities, e.g. you might use Walk4Life to support your lunchtime walking group, or Bike4Life to support cycling to work.

### Including Change4Life content in your communications

On the Change4Life website you'll find several pieces of pre-written editorial, to help you tell your staff about the benefits of Change4Life and introduce some of the swaps. You're welcome to use these in your staff magazines and newsletters or on your intranet.

### Promoting your own activities

If your organisation has events or activities around healthy eating or physical activity that could be aligned with Change4Life, you can use our personalisable poster to help promote them. It has an empty panel for you to write in details of any activities you have planned.



# How to use Change4Life

## Using Change4Life to create a bespoke wellbeing programme

The tips and suggestions for a healthier lifestyle recommended by Change4Life cover a wide range of areas and lifestyles. They're all rooted in the advice of experts and extensively researched but naturally, some are likely to be more relevant to your staff than others. You and your team are best placed to decide which.

Some organisations find that the best way to motivate their staff to make changes is to work with them to create a bespoke wellbeing programme, using the Change4Life branding and behaviours as a framework.

**Below are some of the ideas which have worked for other organisations – they may provide you with a starting point for your own ideas.**

### Finding out what your staff want

The best place to start is usually by finding out what your employees are interested in and how they would like to be supported in making healthier lifestyle choices.

### Getting more active at work

From subsidised after-work exercise classes on site, to discounted corporate rate gym memberships, or lunchtime walking groups.

### Staff team challenges

Competition is a great motivator! Many organisations find that challenging teams to make healthy swaps can be a good way to cement existing team relationships or forge new intra-department links.

### Swapping together

Our research showed that people find it easier to stick to good habits when the people around them were doing the same. Ways to achieve this could include instigating a 'buddy' system or simply encouraging staff to support their colleagues.

### Personalised assessments and health checks

Some organisations find this a good way to kickstart their programme, focussing employees' attention on their own personal challenges.

### Charting progress

Looking back and seeing how far they've come can inspire people to make further changes. To enable staff to plot their progress, some organisations have created wall charts (again channelling the element of competition) or employee diaries.

### Healthy eating initiatives

Activities such as 'healthy eating days' supported by staff restaurant providers to focus on nutrition.

### Cycle to Work Guarantee

Employers are signing the Guarantee and pledging to implement a series of simple, low cost measures to make cycling to work easier for those who wish to do so, thereby encouraging as many people as possible to cycle to work. Find out more at [www.cycletoworkguarantee.org.uk](http://www.cycletoworkguarantee.org.uk)

# Finding more information

**However you choose to use the Change4Life campaign, don't forget to check out the official website to access the following:**

- ready to use Change4Life materials – the simplest and most cost effective way to get started
- Change4Life assets to help you make your own materials, including written content for your staff magazines or intranet and personalisable posters to publicise your own wellbeing initiatives
- more information on the behaviours behind Change4Life, to help you understand the areas where your staff may need to make changes and why
- hundreds of swap suggestions – ideal for including in your own bespoke wellbeing programme

## The research behind the campaign

**If you would like to read more about the extensive research that Change4Life is built on, you can access the following reports through the Department of Health website: [www.dh.gov.uk](http://www.dh.gov.uk)**

**Healthy Weight, Healthy Lives:**  
**A Cross Government Strategy for England**  
(Jan 2008, Department of Health)

**Healthy Weight, Healthy Lives: One Year On**  
(Apr 2009, Department of Health)

**Working for a Healthier Tomorrow**  
(March 2008, Department of Work and Pensions,  
Health Work and Well-being Programme)

**NHS Health & Well-being Review**  
(Nov 2009, Department of Health)

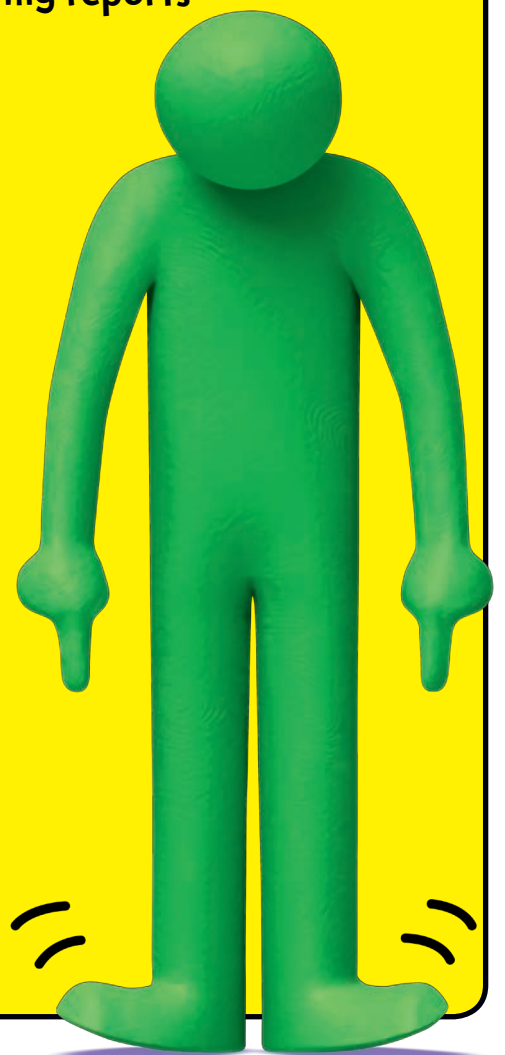
**Active Travel Strategy**  
(Feb 2010, Department of Health)

**Be Active, Be Healthy: a plan for getting the nation moving**  
(Feb 2009, Department of Health)

**These two reports are available on the Working for health website: [www.workingforhealth.gov.uk](http://www.workingforhealth.gov.uk)**

**Working for a healthier tomorrow**  
(March 2008, Health Work and Wellbeing Executive)

**Building the case for wellness**  
(Feb 2009, Health Work and Wellbeing Executive with PriceWaterhouseCoopers)



## Fit note

Despite your best efforts, sometimes your employees will fall ill or be injured. However, there are still lots of ways you can continue to help them during their sickness absence.

To support you to better manage sickness absence, on 6 April 2010 the sick note will change and become the fit note. Now when your employee is off sick, their doctor will be able to advise what simple steps you could take to help them return to work.

For more information about how the new fit note will benefit you and your workplace visit [www.dwp.gov.uk/fitnote](http://www.dwp.gov.uk/fitnote)

# Contact us

Register as a local supporter to receive regular updates about the campaign and new resources that become available. Registering also gives you access to Change4Life logos and images for use in your own materials.



**Search Change4Life online or  
call 0300 123 1502\***

\*Calls to 03 numbers should cost no more than geographic 01 or 02 UK-wide calls, and may be part of inclusive minutes subject to your provider and your call package.

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# 8 lifestyle changes



Eat well Move more Live longer

change  
4 life

sugar swaps

5 a day

meal time

snack check

me size meals

cut back fat

60 active minutes

up & about

# sugar swaps

Simple ways to help kids eat less sugar



for more info search  
**Change4Life**  
online or call  
**0300 123 4567**

change  
**4**  life

Eat well Move more Live longer

# sugar swaps

We wouldn't let our kids eat sugar straight from the sugar bowl. But we tend not to think about the sugar hiding in the other things they eat and drink.

The problem is that excess sugar can mean excess energy which in turn can lead to stored fat in the body and diseases like type 2 diabetes and heart disease.

To prevent this, many families are making Sugar Swaps: they're swapping food and drink with added sugar for stuff that has no added sugar or is sugar free.

In particular, more than a quarter of the added sugar in kids' diets comes from sugary drinks. So swapping to water, milk (ideally semi-skimmed), sugar free drinks, sugar free squash, or unsweetened fruit juice really makes a difference.

There are plenty of sugar swapping tips in this leaflet, or you can search Change4Life online or call 0300 123 4567.

# sugar swaps

Here are some easy swaps that mean that kids can enjoy their food without taking in too much sugar:

## 1. Drink swap

Switch from sugary drinks to no added sugar drinks such as water, milk (ideally semi-skimmed – but remember children under two need full-fat milk), unsweetened fruit juice or even sugar free fizzy drinks.

## 2. Snack swap

Choose snacks without added sugar such as fruit, unsalted nuts, breadsticks, rice cakes or toast, instead of sweets, biscuits, chocolate, cakes and pastries.

## 3. Food label swap

When shopping, compare food labels and switch to the one that's marked no added sugar or sugar free. Some packaging uses a traffic light system which makes it even easier to choose food that is lower in sugar. Go for more 'greens' and 'ambers' and fewer 'reds' in your shopping basket.

## 4. Breakfast swap

Switch to cereals with no added sugar or sugar free, or other breakfast options like fruit or toast (but if you spread on jam or honey, make sure it's a thin layer!)

## 5. Dessert swap

Switch from sugary desserts like chocolate, biscuits and cake, to less sugary desserts like lower fat yoghurt or fruit. Or compare the labels on two desserts and choose the one with no added sugar or sugar free.

See how many Sugar Swaps you can make in a week.

# 5 a day

Giving them their 5 portions of fruit or veg a day  
is easier than you think



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# 5 a day

Eating more fruit and veg is important for us all, but how many of us actually manage to eat 5 A DAY?

Fruit and veg are packed with essential vitamins, minerals and fibre which can help reduce the risk of nasty diseases like cancer and heart disease. So it's important for kids to eat a variety of at least five portions of fruit and veg every day.

What's more it can be easier than you think to give kids their 5 A DAY. As well as fresh fruit and veg, canned, frozen, 100% fruit juice and dried fruit and veg all count.

And giving your kids 5 A DAY needn't be expensive – canned and frozen fruit and veg are usually cheaper and don't go off as quickly. And, buying fresh fruit and veg when it's in season can be cheaper too.

Remember – potatoes don't count towards your 5 A DAY as they're counted as starchy food. But you can still eat them as part of a healthy, balanced diet.

All school dinners include at least one portion of fruit and one portion of veg so that's another way of getting them toward a minimum of five portions a day.

You'll find lots more ideas on how to give your kids at least five portions of fruit and veg a day in this leaflet, or you can search Change4Life online or call 0300 123 4567.

# 5 a day

It can be easier than you think to give your kids a variety of five or more portions of fruit and veg a day. One kid's portion size roughly works out as the child's handful of fruit or veg. Here are lots of different ideas on how to get a portion:

## 1. Drink one

One glass (150ml) of unsweetened fruit juice or a fruit smoothie per day counts as one portion. So they can start on their way to 5 A DAY at breakfast.

## 2. Defrost one

Frozen fruit and veg count towards 5 A DAY and can be just as good as fresh. It only takes a couple of minutes to microwave some frozen peas.

## 3. Open one

Canned fruit and veg counts too, so get busy with the tin opener! Choose canned fruit and veg in its own juice, which is healthier than eating fruit canned in sugary syrup or veg canned with added salt and sugar.

## 4. Chop one

Fruit can be fun for kids. Peel it, slice it, make shapes with it, and you'll make it easy for them to enjoy.

## 5. Pack one

A piece of fruit or veg can help cheer up a lunchbox. Try carrot sticks, baby tomatoes or a banana with a face drawn on the skin.

## 6. Sprinkle one

It's easy to add fresh, frozen or canned fruit and veg to meals. Try sprinkling sweetcorn or pineapple chunks on top of a pizza.

## 7. Dip one

It's fun to dunk. Cucumber, pepper & carrot sticks all go well with lower fat dips.

## 8. Add one

Try grated or chopped carrots in spag bol, or throw tasty veg into a sauce.

## 9. Snack on one

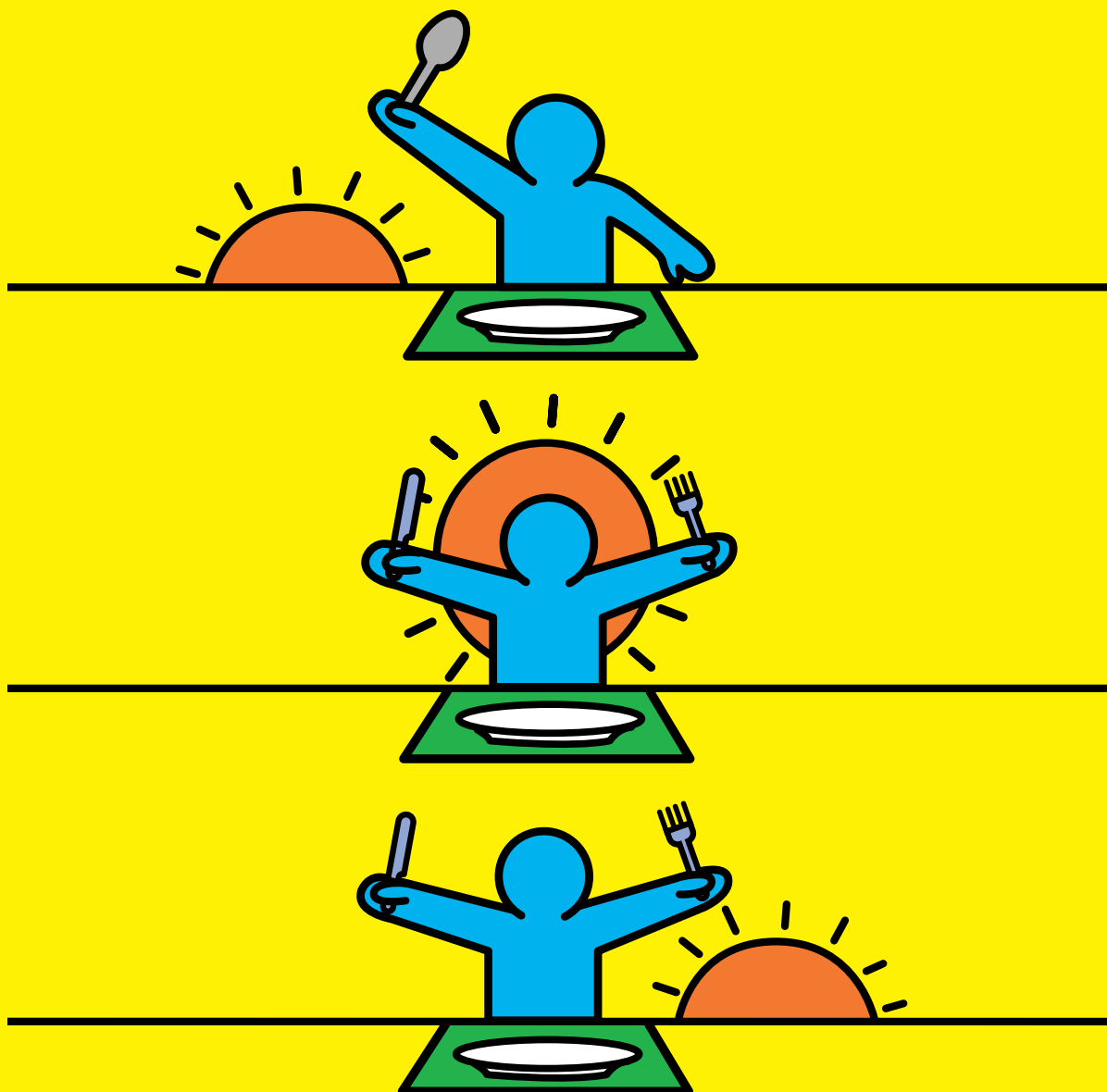
Fresh and dried fruit counts. Try a small handful of raisins or dried apricots – they make a great 5 A DAY treat. It's also a good idea to pack some healthy snacks for when you're out and about and the kids get peckish.

## 10. Pulse one

Lentils, beans and peas are all pulses that count towards 5 A DAY and they can easily be added to stews and salads.

# meal time

Why it's important to make time for three regular meals



for more info search  
**Change4Life**  
online or call  
**0300 123 4567**

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Eat well Move more Live longer

# meal time

We all seem to be busy these days, and in our hectic modern lives we often don't make time for meals.

But rushing, making do and eating on the go all lead to unhealthier eating habits like snacking, eating fast food, TV meals, fussy eating and so on. Skipping meals is also not good for children as they may miss out on essential nutrients.

That's why making time for regular meals is important.

It's up to you how you do this to fit with your family and lifestyle, but sticking to regular meal times really helps.

There are more suggestions on the following pages, or you can find out more by searching Change4Life online or by calling 0300 123 4567.

# meal time

We're all busy these days, so here are some ways to help you make time for meal time:

## 1. Meal times

Try to organise the day around three regular mealtimes. It's easier to keep kids from pestering for snacks if they know when their next meal is coming.

## 2. Start at breakfast

It's the best way to start the day and gives them the energy they need until lunchtime, so it's important not to let your kids skip breakfast. Try lower or no added sugar cereals or toast, and if you add chopped fruit or a glass of unsweetened fruit juice then that counts toward their 5 A DAY too!

## 3. Have a school dinner

Having a school dinner is a great way to get kids sitting down to a proper meal. All school meals are designed to give kids the right balance of foods they need to keep healthy, and with at least one portion of fruit and one portion of veg every lunch time, they will be well on their way to 5 A DAY. Not only can you be sure that your kids aren't wasting their dinner money on rubbish, but it's much less hassle than making a packed lunch every day too.

## 4. Eat together when you can

Children like to copy their parents, brothers, sisters and friends. So if you can get children to eat together, or you can eat with them, they can see and copy others eating a variety of foods – kids enjoy it and it can save a bit of time too.

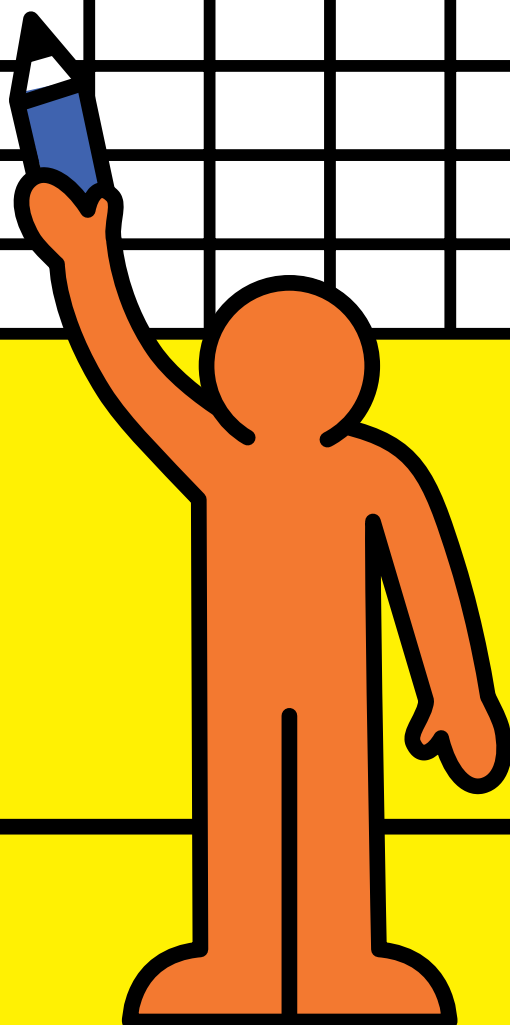
## 5. '2 Snax Max'

If kids eat regular meals they shouldn't need too much filling up in between. Some families find it useful to set a limit to the number of snacks each day. For example, saying '2 Snax Max', and offering just one snack in the morning and one in the afternoon fits in really well with three regular meals. Plus, if they're not snacking too much, children are likely to eat up better at mealtimes.

# snack check

Why it's important to reduce unhealthy snacking

| Snacks |     |     |     |      |     |     |     |
|--------|-----|-----|-----|------|-----|-----|-----|
|        | Mon | Tue | Wed | Thur | Fri | Sat | Sun |
| Me     |     |     |     |      |     |     |     |
| Jane   |     |     |     |      |     |     |     |
| Jim    |     |     |     |      |     |     |     |
| John   |     |     |     |      |     |     |     |



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**Change4Life**  
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**0300 123 4567**



Eat well Move more Live longer

# snack check

Most people snack more than they realise.

But many snacks can be high in sugar, fat, calories, salt and all the things we shouldn't eat too much of.

There are no hard and fast rules on exactly how many snacks are too many, but many families find that setting a limit on snacks and treats is a great way of keeping a lid on their kids' snacking.

This leaflet gives more tips and advice on limiting snacks and switching to healthier alternatives, or you can search Change4Life online or call 0300 123 4567.

# snack check

Here are some ways Snack Check can help:

## 1. Keep count

Many families are surprised when they actually count up how many sweets, crisps and biscuits they get through and how much they are spending on snacks. Keep count and you're more likely to cut down – which is good for your kids and for your purse too.

## 2. Three regular meals

Kids that eat three meals a day shouldn't need lots of snacks. If your kids seem to be raiding the snack cupboard or biscuit barrel several times a day, think about what meals they're eating and when, and aim for three regular meals a day.

## 3. '2 Snax Max'

To fit in with their three meals a day, some families find a good way of limiting snacks is to introduce a snacking limit such as '2 Snax Max' and to offer just one snack in the morning and one in the afternoon.

## 4. It's not you, it's the rule

Kids, don't blame Mum! She's just sticking to the rule – '2 Snax Max'. Mums, don't feel guilty. If it helps, blame Max!

## 5. It's kinder to say 'no'

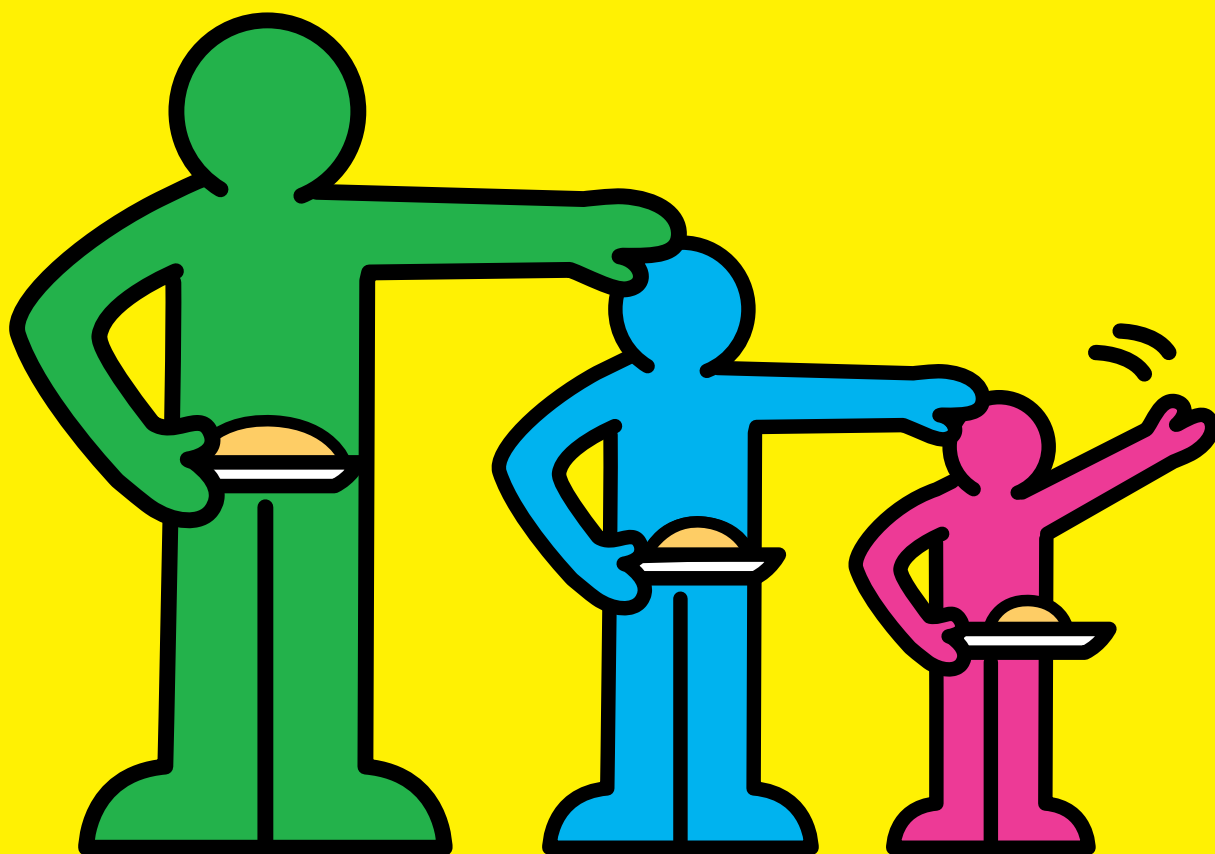
Of course we all love to indulge our kids. But in the long run it's kinder to say 'no' to too many snacks. Try to find other ways of rewarding them like giving them stickers, or a trip to the park.

## 6. One of your 5

If you can make one of their snacks a healthier one, all the better. Fruit rather than a biscuit is a great way for children to get towards their 5 A DAY.

# me size meals

How to make sure kids eat the right sized  
portions for their age



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online or call  
**0300 123 4567**

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Eat well Move more Live longer

# me size meals

All parents want their kids to grow up big and strong, but we often give them grown up portions instead of giving them the kid size portions they need.

Feeding our kids more than they need won't make them grow any quicker. In fact it just leads to fat storing up in their bodies which can lead to nasty diseases like heart disease and type 2 diabetes.

That's why many families are making a conscious effort to serve kids 'Me Size Meals' – portions that are just the right size for them. It's common sense really!

Giving them 'Me Size Meals' means you might even begin to see clean plates coming back. And if they really are still hungry, it's OK to give them some seconds.

For more information on how to give children the right size portions, read this leaflet, or you can search Change4Life online or call 0300 123 4567.

# me size meals

Kids really only need portions that match their age – a five year old needs less than a ten year old and a ten year old needs less than a grown up. Here are some tips to make sure they get the right amount and aren't over-fed:

## 1. Make a fist

Look at the size of your child's fist compared to yours. Not only are their fists, hands and feet smaller than yours, their stomach is too. So when you are serving up remember to give your kids smaller amounts of food than adults. It will still fill them up, just not till they're bursting!

## 2. Clean plates

We all love to see clean plates coming back from our kids. Give them a chance of finishing their food by giving them a portion that matches their size to begin with.

## 3. Don't nag them to eat up

We've all done it. Our parents did it to us. But it's healthier to serve them a kid sized portion and if they're still hungry, let them ask for more. If you use Snack Check to ensure they're not filling up on snacks they will also be more likely to eat well at meal times.

## 4. Watch packaging sizes

Many foods and drinks (like cans of sugary drinks) are packaged for adults and for sharing. Don't automatically give it all to a child, try saving some for later, or dividing it out – it's better for them and will save money too.

# cut back fat

Easy ways to lower the fat in your family's diet



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# cut back fat

We all know too much fat is bad for us. But we don't always know where it's lurking. And when it seems to be in so many of the things we like, it can be difficult to know how to cut down.

Fortunately, there are plenty of simple ways to go easy on the fat; simple things like comparing food labels, swapping certain foods for others and making changes to the way we prepare and cook food.

For example, grilled fish fingers have much less fat than fried fish fingers and trimming the fat off bacon can reduce its fat by about a half.

Inside this leaflet there are plenty of tips on how to cut back fat that are a lot easier than you might have thought. You can find out more by searching Change4Life online or by calling 0300 123 4567.

# cut back fat

Here are a few simple ways you can start going easy on the fat right away:

## 1. Cut down

Many snack foods are high in fat and should be seen as a treat. Try to limit the amount of crisps, buns, cakes, pastries, and biscuits your kids eat.

## 2. Look for lower

Compare food labels and choose lower fat spreads, and lower fat varieties of dairy foods such as semi-skimmed milk, lower fat yoghurts and reduced fat cheese. Sausages and burgers are generally high in fat, so try looking for lower fat meat such as skinless chicken or lean mince. And it doesn't necessarily have to be expensive – try turkey (without the skin on) or turkey mince.

## 3. Change your cooking

Cutting off any visible fat from meat and skin from poultry before cooking, and draining off fat after cooking are easy ways to cut down on fat. Grilling meat instead of frying it is a great idea too.

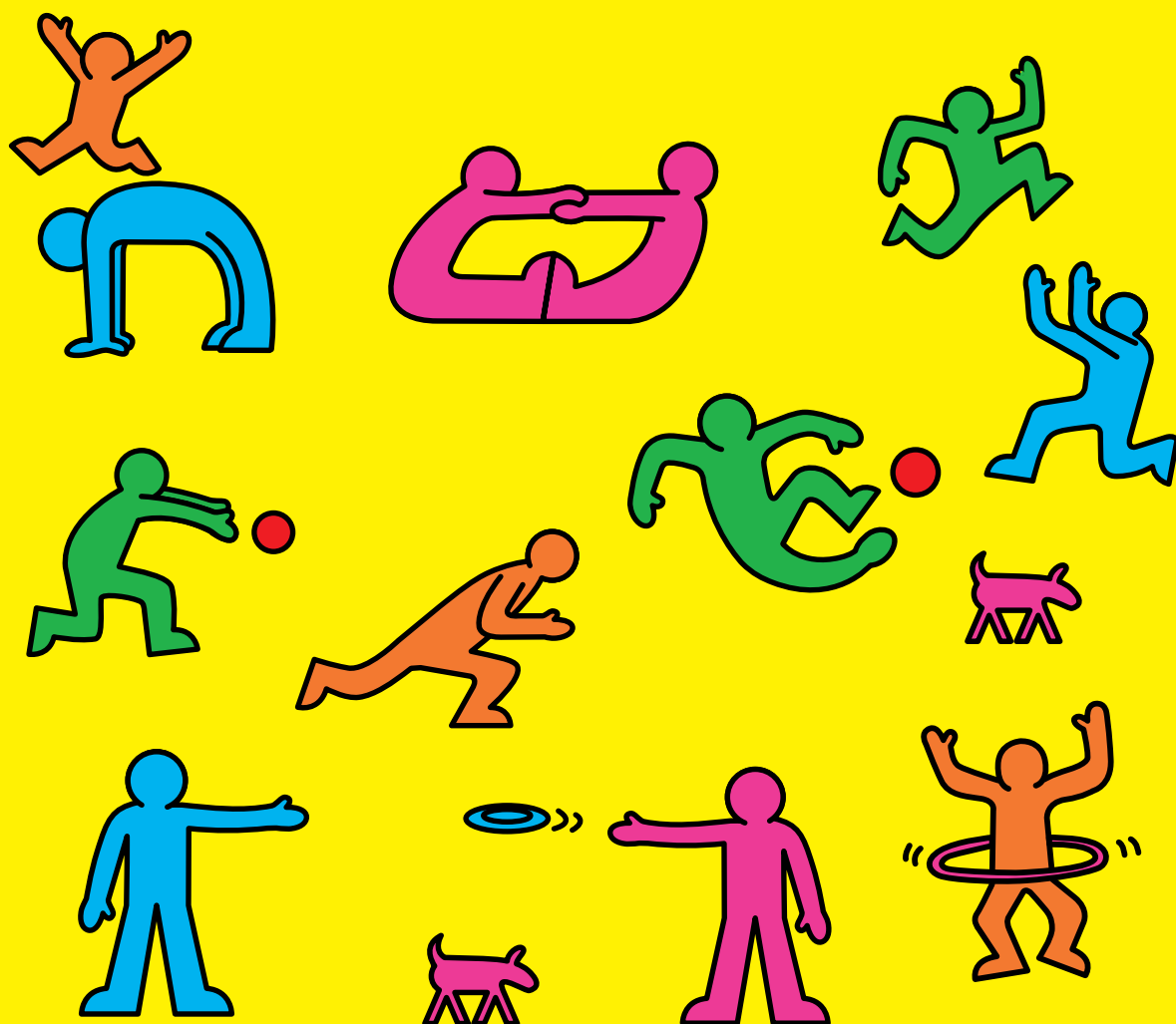
## 4. Make a swap

Making a swap is easy to do and means you don't have to miss out.

Try switching to oven chips rather than deep frying them, or having a dollop of yoghurt (frozen or fresh) or sorbet instead of having cream or ice cream.

# 60 active minutes

Do your kids get theirs every day?



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# 60 active minutes

Active kids are happy kids – they like to be up and about, running around and having fun.

The trouble is, that in this modern world they've got lots of things to keep them inside vegging out, rather than going outside to play or have a run around.

In fact, kids need to do at least 60 minutes of activity that gets their heart beating faster than usual. And they need to do it every day to burn energy and help their muscles and bones grow strong.

The more active your kids are, the less likely it is they will store up excess fat in the body which can lead to cancer, type 2 diabetes and heart disease.

Even at school they are sitting for much of the day, so getting the right amount of after school activity is important. And don't forget their 60 Active Minutes at the weekend too!

They can build up their 60 Active Minutes throughout the day, doing a range of activities.

For tips on how to help them get their 60 Active Minutes every day read this leaflet, search Change4Life online or call 0300 123 4567.

# 60 active minutes

Kids don't need to get their 60 Active Minutes all in one go – they can clock them up bit by bit through the day.

It doesn't matter how your kids get their 60 Active Minutes a day – in fact variety is good. Different activities are good for different aspects of their health. Here are a few ideas for fun ways to get your kids to move more:

## 1. Play

It's what kids do best and enjoy the most. Running around in the playground, park or garden, having fun with their friends, and burning off energy is a great way of getting some (or all) of their 60 Active Minutes each day. Indoors or outdoors – why not join them?!

## 2. Walk

We tend to rely on cars and buses to ferry the kids around these days – often for short hops when we could be using our feet. Instead of jumping in the car or on the bus, next time think about walking together. It saves money, and for short trips it's often almost as quick. If you do need to travel by bus or car, you could always stop a bit early and put your best foot forward for the rest of the journey.

## 3. Dance

Dancing is a really fun way of burning heaps of energy. It doesn't have to be at a dance class – you can make up your own routines and dance to the radio, or in front of the TV. All you need is a great tune and you and your kids can have fun dancing anywhere.

## 4. Swim

Whether it's lengths of the pool, or having a good splash about with friends or family, kids love spending time in the water. Next time you want to treat them think about a trip to the pool.

## 5. Bike

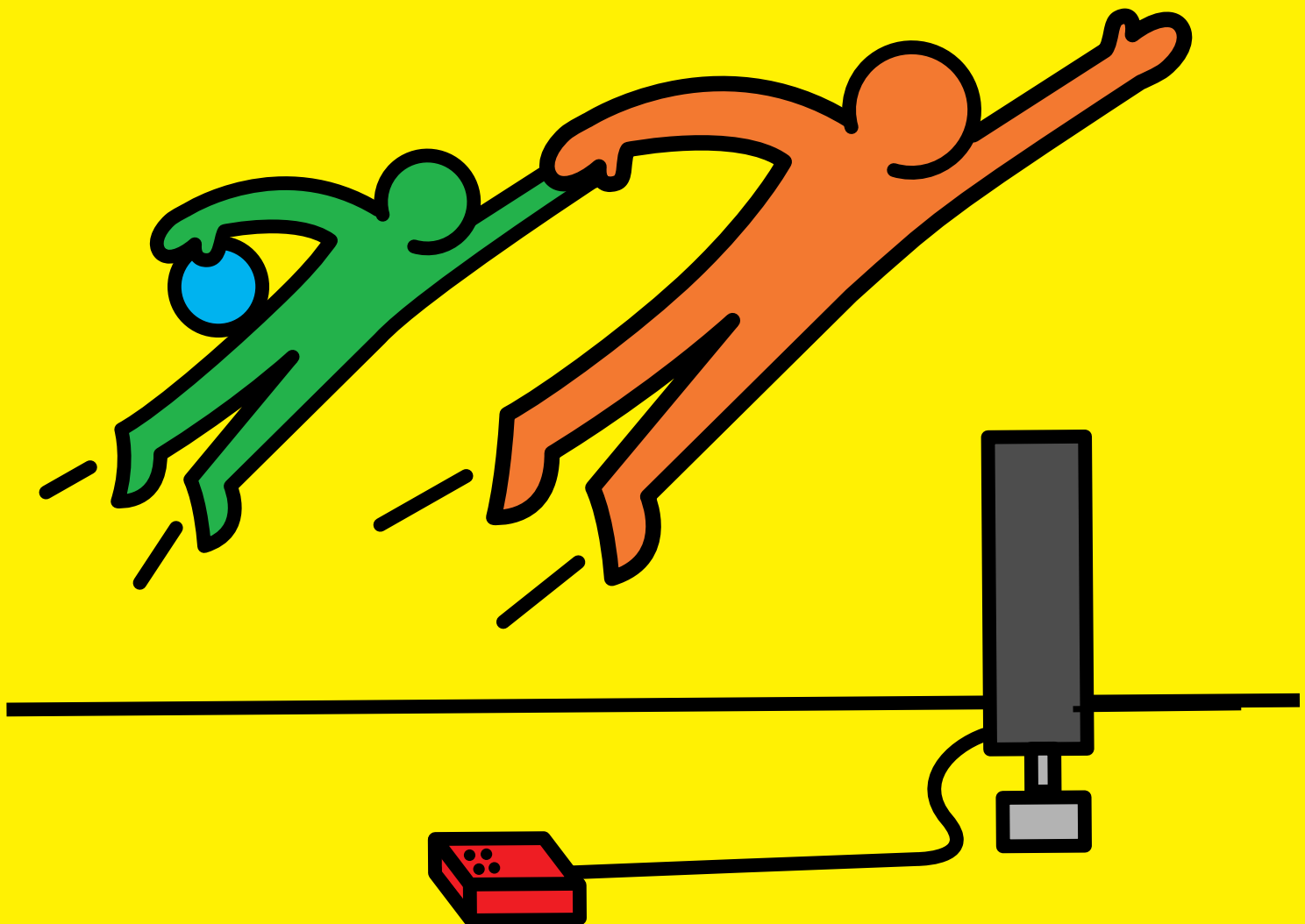
Cycling is a great alternative to the car or bus, and can be much more convenient too – no waiting around, no traffic jams or parking problems, and no parking charges either. You don't even need to have somewhere to get to, just getting the kids out for a bike ride is a great fun activity and cycling is a great skill for them to have.

## 6. And it doesn't end there

Activity doesn't have to cost anything. It needn't mean joining a gym or sports club (although that's great if that's what your children like). Going outside is free, and fun is the best gym. So remember – any kind of activity counts towards your children's 60 Active Minutes.

# up & about

Why kids shouldn't veg out and how  
to get them up and about



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# up & about

Modern life has made things much more comfortable for us – so comfortable, in fact, that most of us spend too long sitting down doing nothing much at all!

Of course it's important to relax, but there's a difference between chilling out and vegging out. And the fact is that kids who are inactive don't burn off enough energy and risk storing up fat in their bodies.

The solution is simple – get up! Simply being up, about and moving burns calories, and helps their muscles and bones grow healthy and strong. Being active can also help fend off diseases like type 2 diabetes, heart disease and cancer.

Something as obvious as getting your kids up off the sofa will help. Many families are setting a limit of '2 hours max' of screen time each day. It stops kids vegging out and helps them get their 60 Active Minutes or more everyday.

For more information on how to get your kids up & about, read our leaflet, search Change4Life online or call 0300 123 4567.

# up & about

Healthy kids get up & about, they don't veg out. Remember, kids' bodies are designed to be active, and moving around will help them burn all that energy. Here are some suggestions on how to make yours an up & about house:

## 1. '2 hours max'

You may find it useful to set a limit on how long your children can sit in front of the TV, computer or video game. Some families have found saying '2 hours max' of screen time helps them to make sure kids move, play, or go outside after they've been sitting still for a while.

## 2. Feet First

Sitting in the car or on the bus uses little energy. If it's a short hop think about walking or cycling with the kids instead. It's more fun and you can save money too.

## 3. After school

Parents tend to overestimate how much energy kids use at school. Remember, they're actually sitting down most of the time. The best way for them to unwind after school is for them to be up and active rather than sitting down, vegging out.

## 4. Get up after eating

Don't let them flop for a long time after meals. Just being up and about burns off excess calories so encourage them to have fun and get up and about instead.

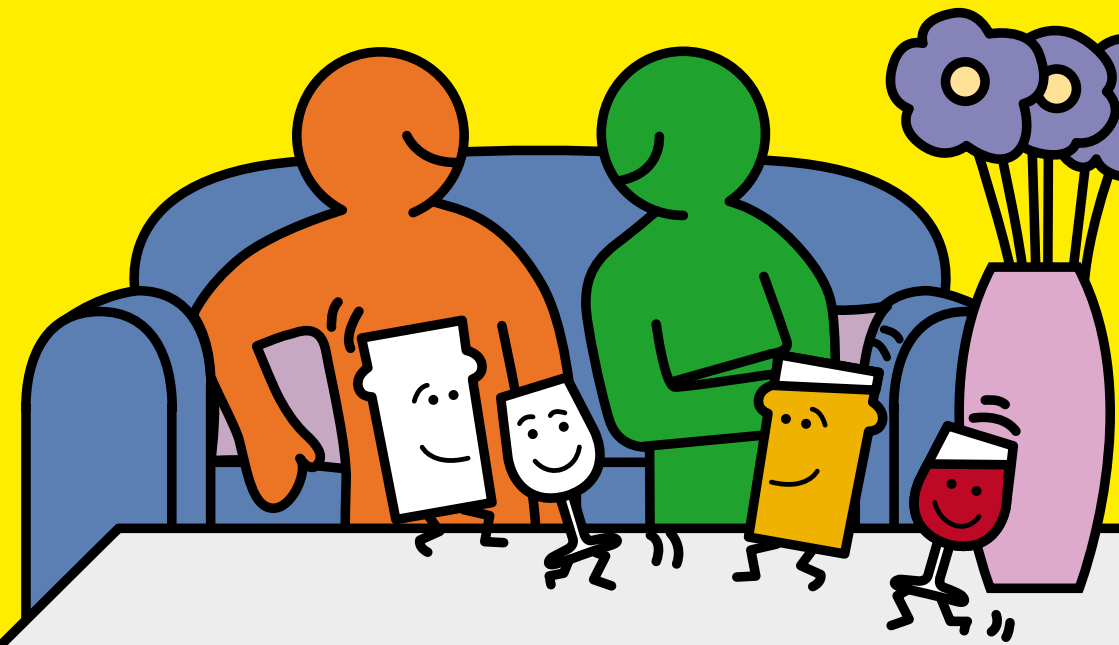
## 5. Family time

Families that play together have more fun. Kids love nothing more than getting mum and dad involved in their games so find time to do things together after school and make either Saturday or Sunday an active day where you visit a park, pool, or go on a walk.

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# don't let drink sneak up on you

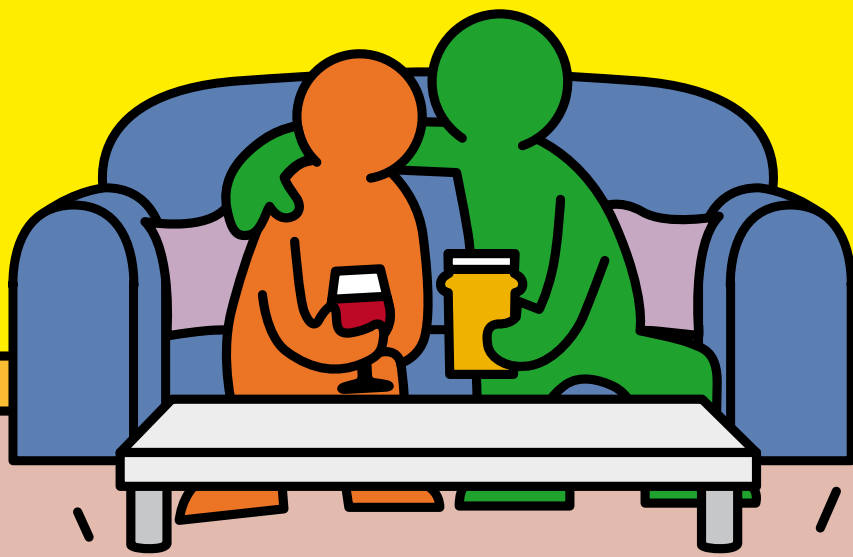
how to catch it out  
and cut back



# a couple of glasses at home. a few after work... drink can sneak up on us

After a long day, many of us like to unwind with a nice glass of something. But it's funny how drink sneaks up on us. The odd glass in the evening can quickly become two or three regular glasses, most evenings.

The trouble is that drink sneaks up on our organs too, giving the body a hard time. Regularly drinking over the guidelines\* can lead to serious health problems, from liver damage to a greater risk of getting cancer or having a heart attack.



# cutting down doesn't have to mean giving up

The good news is there's no need to stop drinking alcohol altogether. All you really need to do is to stick within the guidelines below. There's one for women and one for men. No one can say that drinking alcohol is absolutely safe, but by keeping within these guidelines, there's only a low risk of causing harm in most circumstances.

This booklet will help. Over the following pages, you'll be able to check how much you drink and see whether it's too much. You'll also find lots of tips to help you cut back.

## A new, improved you

Cutting back on alcohol also helps with your general well-being. You'll probably notice the benefits quite quickly.

- Feeling better in the mornings.
- Having more energy and feeling less tired during the day.
- Your skin may start to look better.
- You'll start to feel in better shape.
- You may stop gaining weight or lose some pounds.

### \*Lower-risk guidelines

Women should not regularly drink more than 2 to 3 units a day.

Men should not regularly drink more than 3 to 4 units a day.

**Medical Warning:** If you have physical withdrawal symptoms (like shaking, sweating or feeling anxious until you have a first drink of the day), you should take medical advice before stopping completely – as it can be dangerous to do this too quickly without proper advice and support.

# a little more can do a lot of harm to your body

Regularly drinking over the lower-risk guidelines on most days of the week will increase the chances of doing serious harm. It's that extra glass or two in the evening, most evenings, that can do all the damage.

## What do we mean by serious harm?

There are many different ways alcohol can damage our bodies. The problem is, drink sneaks up on us – its hidden harms usually only surface after a number of years. And for those who already have a medical condition (such as high blood pressure or diabetes) or are suffering from depression or anxiety, alcohol often makes life worse.

**Most people with drink-related health problems aren't addicted to alcohol.**

**They're simply people who have regularly drunk more than the guidelines for some years.**

# a few 'harmless' drinks?

Did you know that regularly drinking over the lower-risk guidelines increases the chances of suffering from any of the conditions on this page? The more you drink, the greater the risks.

- Cancer of the mouth, throat, oesophagus or larynx
- Breast cancer in women
- A stroke
- Heart disease
- High blood pressure
- Liver disease
- Pancreatitis
- Reduced fertility

Drinking less now can make a big difference to your health later on.

Two large glasses of wine (ABV 13%) or more a day could make you three times more likely to get mouth cancer.

## A spare tyre

If you drink ten pints a week, you could be taking on more than 120,000 calories each year.

Find out more about alcohol's harms.  
Go to [www.nhs.uk/Change4Life](http://www.nhs.uk/Change4Life)

# how much is too much?

It's easy to make sure your drinking isn't increasing the chances of seriously damaging your health. Simply stick within the following lower-risk guidelines.

|              |                                                                            |                                                                      |                                                                                   |
|--------------|----------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Women</b> | should not regularly* drink more than <b>2 to 3 units</b> of alcohol a day | That's no more than a standard 175ml glass of wine (ABV 13%)         |  |
| <b>Men</b>   | should not regularly* drink more than <b>3 to 4 units</b> of alcohol a day | That's no more than a pint of strong lager, beer or cider (ABV 5.2%) |  |

\*regularly means drinking this amount most days or every day of the week

## Counting the units (ABV is the percentage of alcohol in the drink)

|                                                                                   |                                                                                   |                                                                                   |                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------|
|  |  |  |                  |
| 440ml can of regular lager, beer or cider (ABV 4.5%)                              | 330ml bottle of strong lager, beer or cider (ABV 5.2%)                            | 500ml bottle of stronger cider (ABV 7.5%)                                         |                  |
|                                                                                   |                                                                                   |                                                                                   | <b>2 units</b>   |
|                                                                                   |                                                                                   |                                                                                   | <b>1.7 units</b> |
|                                                                                   |                                                                                   |                                                                                   | <b>3.8 units</b> |
| Pint of strong lager, beer or cider (ABV 5.2%)                                    |                                                                                   |                                                                                   | <b>3 units</b>   |
| Pint of extra strong lager, beer or cider (ABV 8%)                                |                                                                                   |                                                                                   | <b>4.5 units</b> |

|                                                                                    |                                                                                    |                                                                                    |                                                                                    |                  |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------|
|  |  |  |  |                  |
| Small 125ml                                                                        | Standard 175ml                                                                     | Large 250ml                                                                        | 750ml bottle of red, white or rosé wine (ABV 13.5%)                                |                  |
|                                                                                    |                                                                                    |                                                                                    |                                                                                    | <b>1.6 units</b> |
|                                                                                    |                                                                                    |                                                                                    |                                                                                    | <b>2.3 units</b> |
|                                                                                    |                                                                                    |                                                                                    |                                                                                    | <b>3.3 units</b> |
|                                                                                    |                                                                                    |                                                                                    |                                                                                    | <b>10 units</b>  |

### Other drinks

|                                                        |                  |
|--------------------------------------------------------|------------------|
| 25ml single spirit and mixer (ABV 40%)                 | <b>1 unit</b>    |
| 50ml glass of sherry or other fortified wine (ABV 20%) | <b>1 unit</b>    |
| 50ml glass of liqueur (ABV 20%)                        | <b>1 unit</b>    |
| 275ml bottle of alcopop (ABV 5.5%)                     | <b>1.5 units</b> |

# catch drink out

Try jotting down what you drank over the last week. Then, see if you're drinking over the lower-risk guidelines. Try to be honest. If that wasn't really a typical week, adjust the daily amount for a more realistic picture. Adding up what you normally drink can really help if you need to cut back.

| Day       | Type of drink                                                            | Number of drinks  | Units          | Total units for the day |
|-----------|--------------------------------------------------------------------------|-------------------|----------------|-------------------------|
| Example   | 440ml can of lager (ABV 4.5%)<br>Small 125ml glass of red wine (ABV 13%) | 2 cans<br>1 glass | 4 (2+2)<br>1.6 | 5.6                     |
| Monday    |                                                                          |                   |                |                         |
| Tuesday   |                                                                          |                   |                |                         |
| Wednesday |                                                                          |                   |                |                         |
| Thursday  |                                                                          |                   |                |                         |
| Friday    |                                                                          |                   |                |                         |
| Saturday  |                                                                          |                   |                |                         |
| Sunday    |                                                                          |                   |                |                         |

Or check your drinking online – simply search for [Change4Life](#).

# get sneaky and cut back

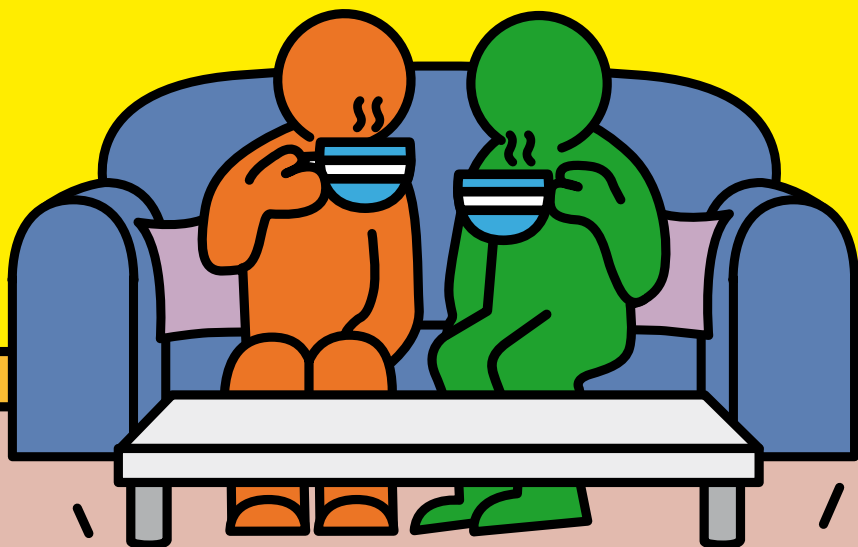
If you're above the guidelines, why not start straight away? There are many different ways you can cut back on drinking. Simply pick what best suits you and, if that doesn't work, try something else on the list.

## Drink-free days

Most people don't drink alcohol every day, but if you do, try having some days off when you don't drink at all. This is a simple way to cut your regular drinking. Just make sure you don't increase the amount you drink on the other days.

## Keep track of your drinking

Whether you're at home or out, make sure you know how many units you've drunk so you can keep yourself within the lower-risk guidelines.



# Swap your usual for...

## A smaller drink

You can still enjoy a drink, just have less. Try a smaller bottle of beer over a can or a small glass of wine rather than a large one. Wine glasses today are bigger than ever and can easily hold a third of a bottle.

## A lower-strength drink

Instead of a strong beer or wine, go for one with a lower alcohol content (ABV).

## A drink with a mixer

Adding a mixer will make your drink last longer.

## A soft drink or a glass of water

Take a break between drinking and have a soft drink or glass of water, which will also help you stay hydrated.

## A later drink

To help manage the amount you drink, try starting a bit later than usual. And if you're going out, don't drink at home beforehand.

## A drink with a meal only

Try only drinking at home with your main meal. And not before or after you've eaten.

## A cup of tea or coffee

When you get the urge to pour yourself a glass, put the kettle on and enjoy a cuppa instead. The chances are you won't feel like an alcoholic drink afterwards.

# find other ways to wind down

If you drink to unwind, try finding other ways to relax. Taking yourself out of the home or where you usually drink may also help. Here are some ideas:

Pamper yourself with a bath

Sip a cup of herbal tea

Rediscover your music collection

Catch up with an old friend over the phone

Walk the dog

Start a new hobby – the options are endless!

Go for a run, a swim or a bike ride

Join a club, gym or five-a-side team

Treat the family to a day out



## Reward yourself

It's not always easy cutting back, so with all the money you'll be saving by drinking less, why not treat yourself? Go to the cinema. Make some home improvements. Enjoy a day out or a nice meal...

# tips for a night out

Drinking socially in a large group can be tricky if you're trying to cut back. Here are some suggestions to help out.

## Make a plan

Before you start drinking, set yourself a limit on how much you're going to drink.

## Set yourself a budget

Only take out a set amount of money to spend on alcohol.

## Start later

Turn up later and you can drink less. But don't drink at home before you go out.

## Take your time

Don't feel pressured to keep up with others.

## Give it a miss

If someone's getting a round, don't feel like you have to have a drink.

## Sit one out

Buy yourself a soft drink when it's your round.

## Replace your usual

Try a smaller glass or a lower-strength drink or add a mixer.

## A ready-made excuse

You can always tell your friends you're cutting back on drinking to watch your weight. That one always works.

### Stay hydrated

Drink a pint of water before you start drinking and avoid using alcohol to quench your thirst.

### Units don't work like reward points

You can't store them up for a big night out. Drinking large amounts in one go does additional physical damage.

## What's drink costing you?

You can check how much you're drinking anytime online. You can also see how many units of alcohol are in the most common types of drinks. You can choose by size, alcohol percentage (ABV) and the number of drinks you've had. And don't forget that, by drinking less, you'll save money too.

## Stop drink sneaking up on you

Visit our website for more tips and advice

Simply search **Change4Life** online

**Medical Warning:** If you have physical withdrawal symptoms (like shaking, sweating or feeling anxious until you have a first drink of the day), you should take medical advice before stopping completely – as it can be dangerous to do this too quickly without proper advice and support.



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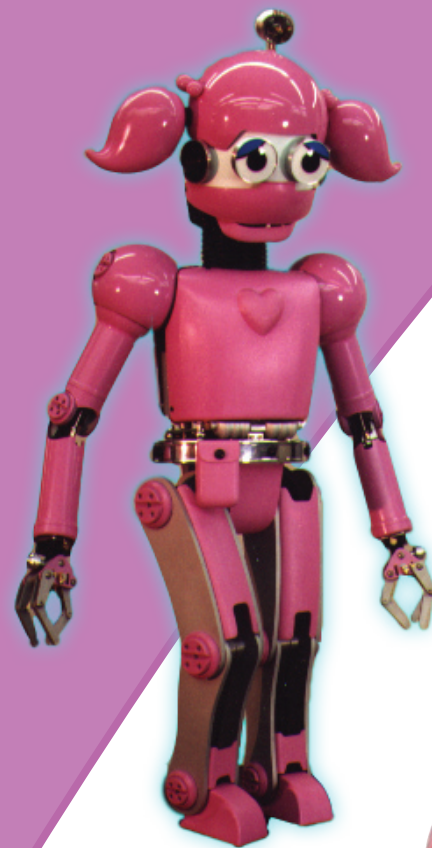


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Much of our work boils down to just two concerns: is it *fantastic*, and is it *fun*? We've built hundreds of fantasy and caricature characters for theme parks, museums, casino resorts, retail locations, and corporate displays throughout the world. We're trusted by many of the leading names in fantasy and fun—like Disney, Pixar, Universal Studios, Dreamworks—to create three-dimensional versions of their world-renowned characters. Animated or static, fiberglass or furred, we can turn any unreal creation into an object rooted in reality.



# sugar swaps

Simple ways to help your kids eat less sugar



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# sugar swaps

We wouldn't let our kids eat sugar straight from the sugar bowl. But we tend not to think about the sugar lurking in the other things they eat and drink.

The problem is that excess sugar means excess energy, which in turn can lead to stored fat in the body and diseases like heart disease, some cancers and type 2 diabetes. Eating too much sugar can also cause tooth decay.

Around a quarter of the added sugar in kids' diets comes from sugary drinks.

Sugary drinks have no place in a child's daily diet. Swap to water, lower fat milks, sugar free, diet and no added sugar drinks instead.

## what's the maximum amount of sugar we can have?

A typical 8 year old shouldn't have more than 6 cubes of added sugar\* per day

| Age        | Recommended maximum added sugar intake | Sugar cubes <sup>†</sup>                                                                      |
|------------|----------------------------------------|-----------------------------------------------------------------------------------------------|
| 4-6yrs     | no more than 19g per day               | 5 cubes  |
| 7-10yrs    | no more than 24g per day               | 6 cubes  |
| From 11yrs | no more than 30g per day               | 7 cubes  |

\*Added sugars: These are free sugars that have been added by a food manufacturer, cook or consumer to a food and include those sugars naturally found in unsweetened fruit juice, honey and syrups. It doesn't include sugars naturally found in milk, and milk products and intact fruit and veg. Watch out for some of the words on the label used by food manufacturers to describe free sugars: cane sugar, honey, brown sugar, high fructose corn syrup, fruit juice concentrate, corn syrup, fructose, sucrose, glucose, crystalline sucrose, nectars . <sup>†</sup>Based on a 4g sugar cube.

# watch the sugar

You might be surprised to see how much sugar is in your food and drink\*



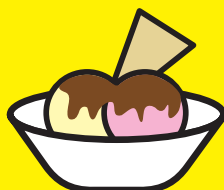
More than the maximum amount for an 8 year old



There are 7 cubes in 1 can of sugary fizzy drink



A muffin contains around 5 cubes of sugar

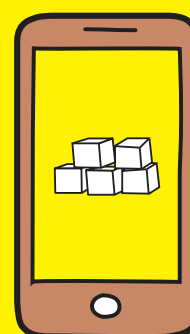


A bowl of ice cream contains around 8 cubes of sugar



\*Based on Kantar data 2014

The Change4Life Sugar Swaps app is designed to show quickly and easily how much total sugar is in the things you're having. Just scan the barcode and see how much total sugar it contains. Download for free from the App Store (Google Play coming soon). Let's start scanning!



## Love your labels

When shopping choose colour-coded front of pack nutrition labels that have more green on them than red.

Remember, eating wholegrain cereals and plenty of fruit and vegetables helps to ensure children are eating enough fibre. Fibre is an important part of a healthy balanced diet.

# sugar swaps



Here are some easy swaps to help you and your kids eat less sugar. Fruit and vegetables are a healthier choice because they contain fibre, vitamins and minerals. Remember, fresh, frozen, tinned, juiced and dried all count towards your 5-a-day. You don't need to worry about the sugar in whole fruit as this isn't added sugar, so it's ok to swap from sugary puddings and sugary snacks to fruit instead.

## 1. Drink swap

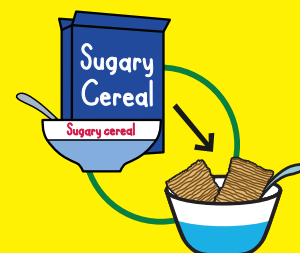
Swap sugary drinks such as fizzy pop, juice drinks, squashes, cordials or energy drinks to water, lower-fat milks, diet, sugar free or no added sugar drinks.



Fruit juice is sugary but it still counts towards your 5-a-day. So limit the amount you and your kids drink to no more than 150ml a day from juice, smoothies or both. Remember to keep it to mealtimes as it can cause tooth decay. Watch out for drinks that say 'juice drink' on pack. They're unlikely to count towards your 5-a-day and can be high in sugar.

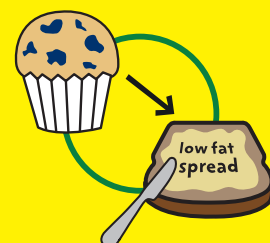
## 2. Breakfast swap

Swap sugary cereal to plain cereal such as plain porridge, plain whole-wheat biscuits or plain shredded whole grain.



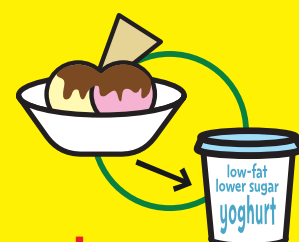
## 3. Snack swap

Swap sugary snacks such as sweets, biscuits, chocolate, cakes, muffins and pastries for a snack with less sugar such as fresh or tinned fruit (in juice not syrup), plain unsalted nuts, plain rice cakes or toast with low-fat spread.

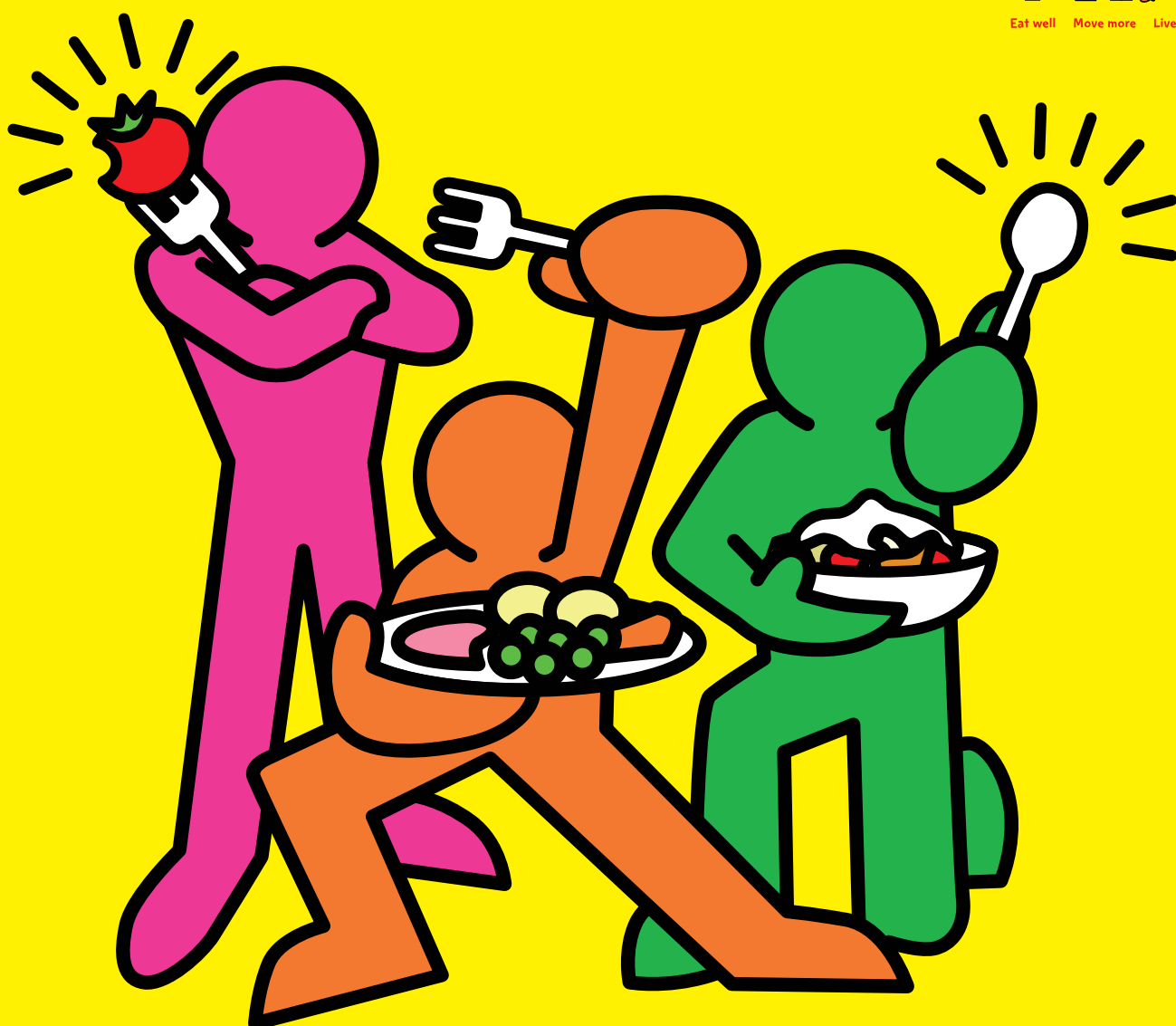


## 4. Pudding swap

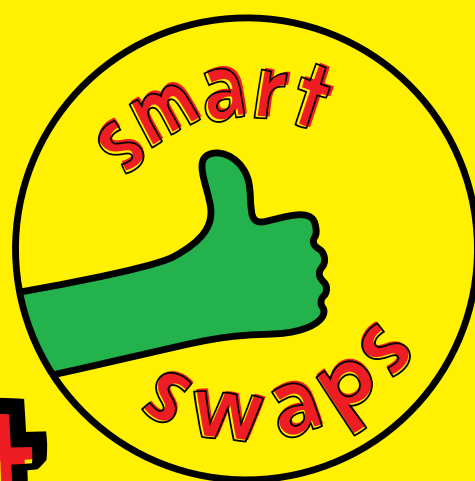
Swap sugary puds for low-fat, lower-sugar yoghurts fresh or tinned fruit (in juice, not syrup), fruit salad or sugar-free jelly.



See how many swaps you can make this week.  
For lots more hints and tips search 'Change4Life.'



# teacher resource booklet



# be food smart with smart swaps

**Change4Life is hoping to get everyone swapping to a healthier, tastier diet. We want everyone to know how making some simple swaps can help reduce the amount of sugar, fat and calories they consume.**

We all know that eating a balanced diet is fundamental to the development of children's health and wellbeing and their ability to lead healthier, active lifestyles – and healthy pupils are more likely to be effective learners. That's why in schools we're focusing on what children eat for breakfast and lunch.

We'd love everyone in your school to swap from a bowl of sugary cereal to non-sugary options for breakfast and get them all eating a healthier school meal together at lunchtime – and we've got lots of ideas and support to help you do this.

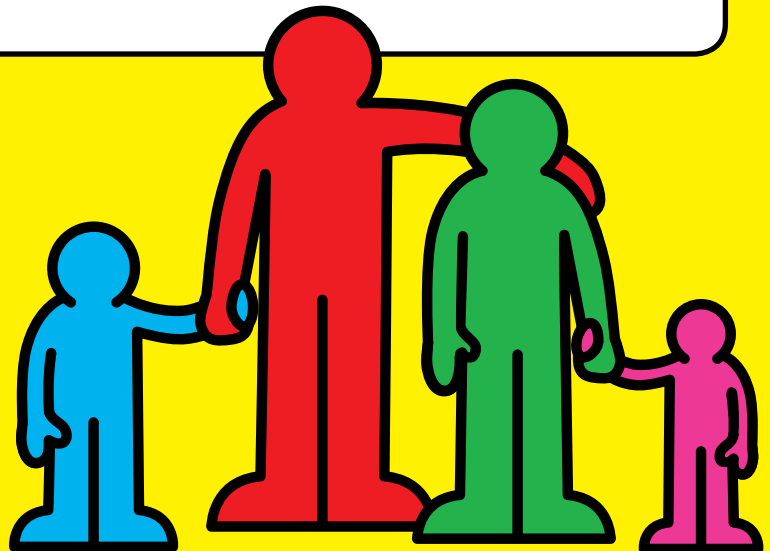
These Smart Swaps resources have been created to be flexible for schools and teachers so that you can pick and choose the activities that best fit your pupils. The aim is for everyone to get swapping and eat well.

## Engaging parents with Smart Swaps

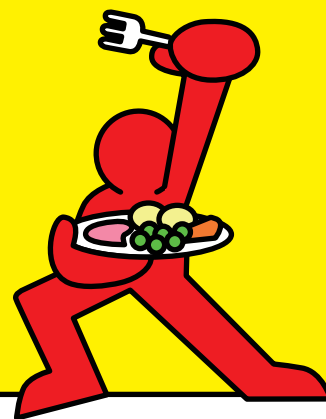
One of the best ways to help children eat healthily outside school is to get the whole family, especially parents, involved. You could hold a Smart Swaps event at your school to get the healthy living message across to families in a fun and engaging way.

Where possible, please support us by explaining to parents the importance of diet and nutrition and children getting active every day. To do this you could:

- Handout the new Sugar Swaps leaflet to parents with advice on how to reduce sugar intake, visit [www.nhs.uk/C4LSchools](http://www.nhs.uk/C4LSchools) to download a copy
- Give parents information on how they can help their child with their Smart Swaps
- Run a Smart Swaps family session where you can explore making healthier swaps together
- Involve parents in your Smart Swaps event as volunteers or activity leaders
- Encourage parents to download the new Change4Life Sugar Swaps app, it is designed to show quickly and easily how much total sugar is in the food and drink you're having. The app can be downloaded from the App Store, suitable for iPhone.



# learning outcomes



## Taking part in these activities will encourage children to:

- Understand how to maintain a balanced diet so that they can lead a healthier lifestyle as they grow up
- Develop a positive attitude to healthier eating by having fun with food and exploring new tastes
- Make healthier food choices for themselves

Don't restrict yourself to a one-off lesson or event – long-term changes are more likely if you run a series of healthy wellbeing events or lessons

## Smart Swaps ideas for the whole school

- Develop your own school food plan to make healthier choices easier for staff and children
- Make a school-wide Smart Swaps pledge and display it prominently so that all staff and children can get involved
- Incorporate Smart Swaps themes into lessons - see pages 6 and 7 for some ideas
- Through your parent communications, raise awareness with families of Change4Life online. Encourage them to sign up to Change4Life so they can learn about healthy swap ideas for home, and tell them how you are incorporating Change4Life ideas at school.
- Promote healthier lunchtime options – see page 4 and 5 for lots of ideas
- Get your breakfast club organisers on board with the breakfast swap choices and help them to set up a 'Breakfast Buddies' system – once a week year 5 or 6 pupils host a mixed year group table to sample a different breakfast choice such as porridge with chopped banana and a fruit smoothie to drink. Pupils agree together what they try each week. Other pupils, who don't normally attend before school, could be invited as 'Breakfast Buddies' to share in the fun too! You could also contact your neighbouring schools and swap ideas about what works well for breakfast there

## Hold a Smart Swaps assembly

Get pupils to deliver a Smart Swaps assembly and invite parents to come along – we have a film especially created for school assemblies to explain what Change4Life is all about and why a healthy lifestyle is so important.

Visit [www.nhs.uk/C4Lschools](http://www.nhs.uk/C4Lschools) to find out more

# swap for a school lunch



These days, school dinners are almost certainly healthier than most packed lunches – and tastier too!

The team behind the School Food Plan held events with schools and their caterers to find out how they had transformed their school food service. Here are some of the creative ways schools have made their meals healthier and tastier - and increased the number of children who eat them:

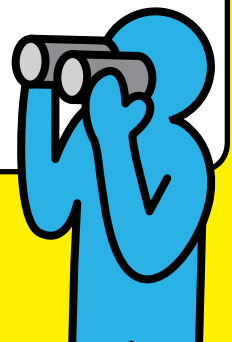
- Encourage children to sit together regardless of whether they're eating school dinners or packed lunches
- Make the lunch hall an inviting environment – you could get the whole school involved, hold a competition to design a new look or have a monthly class rota of hall decoration
- Have a four-week plan of simple dishes, advertised in advance in your school newsletter and website, and invite parents to help out in the school kitchen or serving lunch
- Eat with the children – in schools with a good food culture, teachers regularly sit and eat lunch with the children
- Ask each class over the course of a week to prepare and distribute platters of sliced fruit for break time, so that children are encouraged to eat fruit by their peers
- Hold a Masterchef-style competition run by your cooking club
- Rather than use divided trays, ask the children to design new bowls and cutlery and see if you can introduce something similar
- Consider what time lunch starts – uptake of school dinners is often higher in schools where the lunch break starts earlier

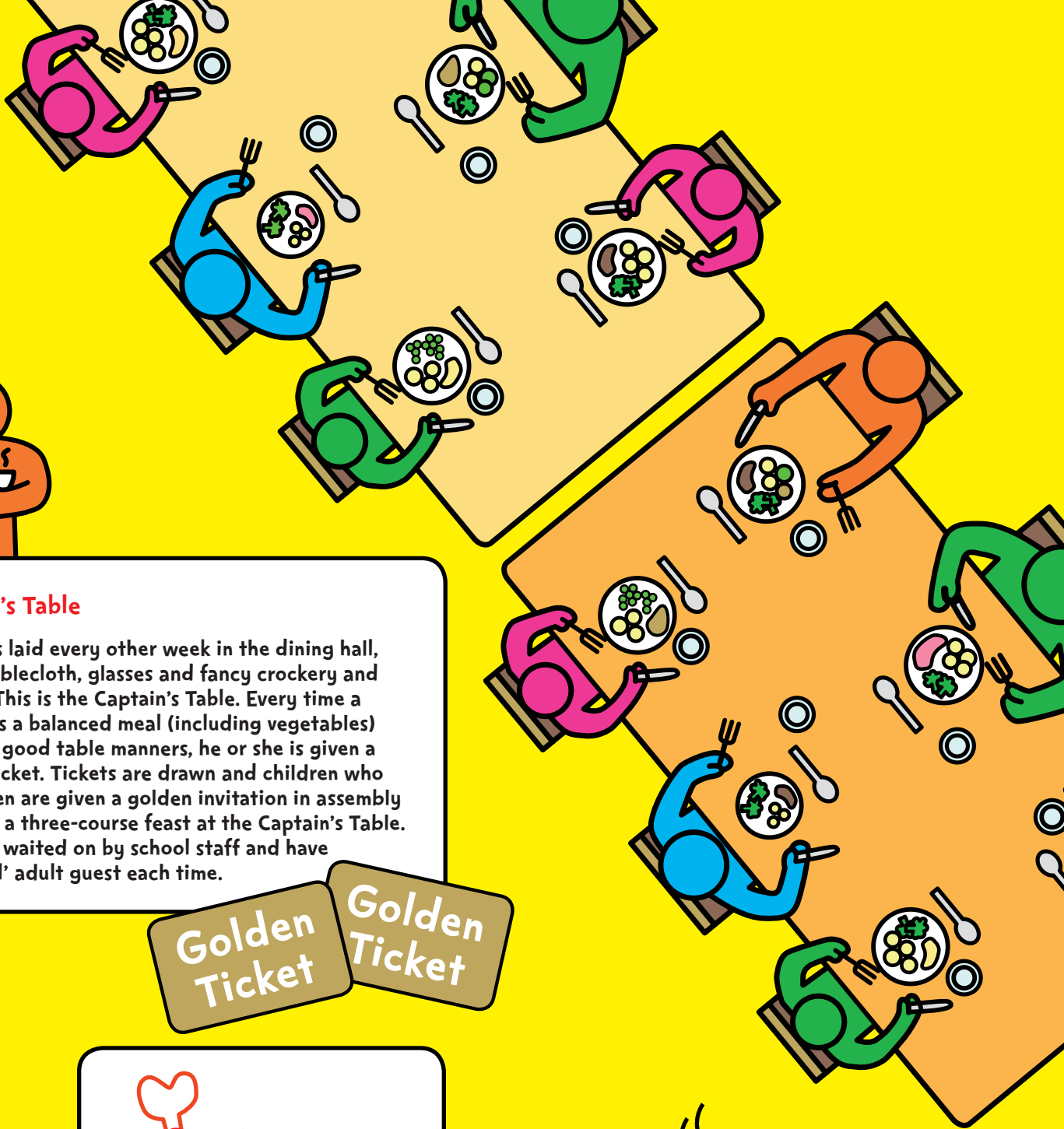


## Improving packed lunches

Try and make packed lunches as healthy as possible by introducing some rules linked to the eatwell plate so that parents and children all have a clear idea of what a healthy balanced diet looks like. Why not send a special newsletter to parents, to explain what the rules on packed lunches are and why they are important? Check out Bristol's Ashton Vale Primary School to see how one school has improved packed lunches: once a week children can volunteer to have their lunchbox inspected and those who pass the healthy lunchbox test get a raffle ticket for a prize draw

<http://ashtonvaleprimary.weebly.com/healthy-lunchboxes.html>



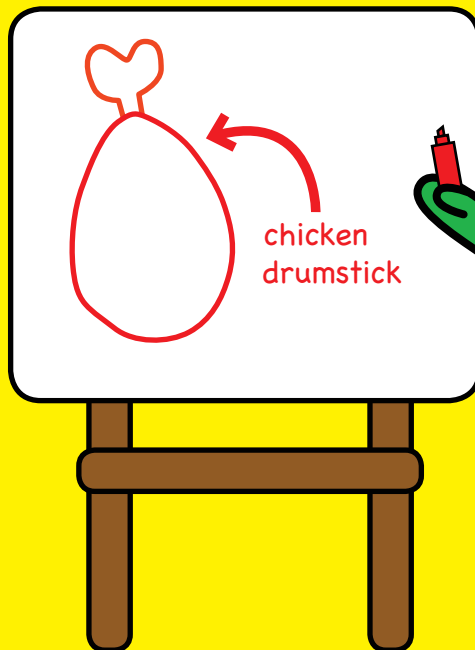


### Captain's Table

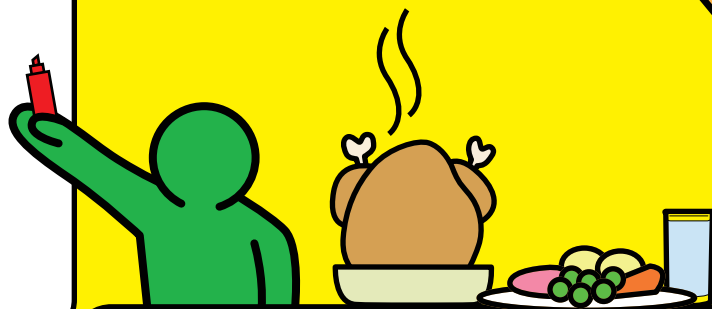
A table is laid every other week in the dining hall, with a tablecloth, glasses and fancy crockery and cutlery. This is the Captain's Table. Every time a child eats a balanced meal (including vegetables) and uses good table manners, he or she is given a special ticket. Tickets are drawn and children who are chosen are given a golden invitation in assembly and then a three-course feast at the Captain's Table. They are waited on by school staff and have a 'special' adult guest each time.

Golden  
Ticket

Golden  
Ticket



chicken  
drumstick



### Study your school dinners

During lessons about food, children can study their own school dinner. Ask the school cook to give a talk in the classroom about their work and then the children can visit the kitchen to try out the equipment. The children can then be asked to design a healthier menu for the canteen – and the winning meal can be cooked for the whole school.

# smart swaps ideas for your class

Teach the importance of making healthier swaps through these fun activities:

PE

## Snack attack

To get children thinking about how to make healthier swaps, create sets of paired picture cards showing a range of snacks and their healthier alternatives. Older pupils could create their own cards from the four main food groups using the eatwell plate [www.nhs.uk/Livewell/Goodfood/Documents/Eatwellplate.pdf](http://www.nhs.uk/Livewell/Goodfood/Documents/Eatwellplate.pdf)

Put the group into teams and set them up with the team at one end of the hall and the cards at the other. In a relay, the team must run and collect the cards one at a time. Once a team has the full set they must pair them correctly to win the game.

## Tooth tastic experiment

Sugar + bacteria in our mouths = acid. To teach children about how acid can damage their teeth, why not place boiled eggs or bone pieces in sealed jars of cola, juice, water, etc. for a two-week period to highlight the effects of different types of drinks on our teeth. Pupils should carry out the experiment, write it up and record their findings. It's a good idea to combine this activity with the 'Sugar towers' task below so that pupils know how much added sugar is in each drink. It's an excellent way to encourage them to swap to sugar free drinks, water or milk and to talk to them about oral hygiene.

For more information about this experiment check out this short BBC film [www.bbc.co.uk/learningzone/clips/the-effects-of-different-drinks-on-teeth/4294.html](http://www.bbc.co.uk/learningzone/clips/the-effects-of-different-drinks-on-teeth/4294.html)

Science

## Blocked pipes

This simple experiment demonstrates what fat does to our arteries. You will need: see-through plastic cups, straws, toothpicks, play dough, lard, a jug of water coloured with food dye, trays to catch the water.

1. Give each small group two straws cut to approx. 7cm
2. Get pupils to put some lard down one of the straws, using the toothpick to poke it along. Looking down the straws, the pupils should observe a narrowed space on the straw coated with lard
3. Pierce each cup low down on the side and place a straw through the gap, ensuring that the straw isn't squeezed
4. Next seal the hole around the straw on the inside using the play dough
5. Place the cups in the tray and pour in the coloured water. Watch as it takes the water longer to travel through the blocked straw
6. Relate the experiment to blood travelling through the arteries

Science

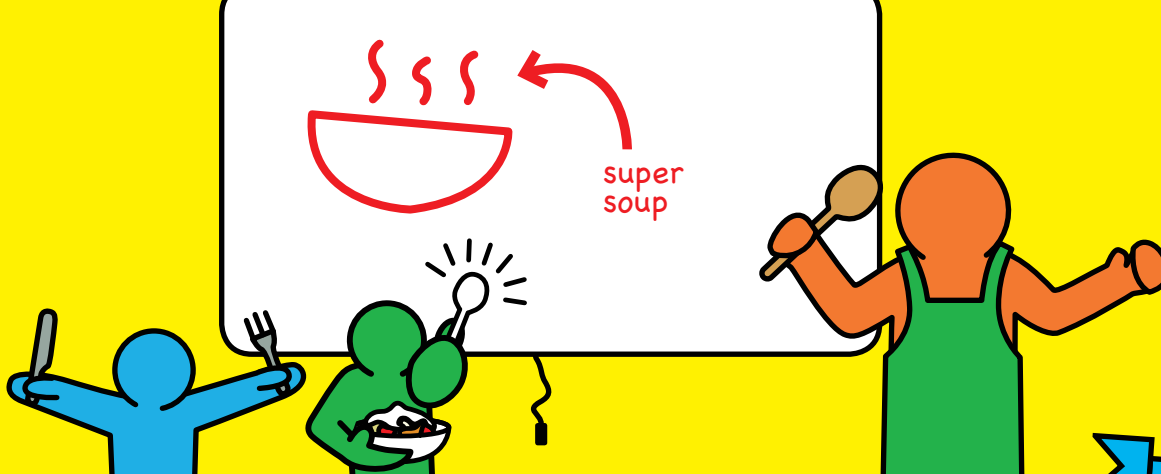
## Milk tops

To explain why milk is an important part of a healthy diet, introduce the topic of milk production. Milk and dairy products, such as cheese and yoghurt, are great sources of protein and calcium and also contain essential vitamins such as vitamin B2 and vitamin B12. There are lots of helpful resources, including a video on milking for 5 to 8 year-olds available at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

Carry out a taste test with the class. Visit [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk) for lots of suggestions for a sensory evaluation. Remember to check for allergies when carrying out this kind of activity. Explain how lids are colour-coded related to the fat content in milk. Suggest that they try lower-fat milk on their breakfast cereal and explain that by making the simple swap from whole to semi-skimmed milk or semi-skimmed to skimmed or 1% milk, they could save more than 125ml of fat from their diet each month – you could even show them a visual representation of this using vegetable oil!

The Government recommends that children under the age of 2 should not restrict their intake of fat. From 2 years if they are a good eater and growing well, children can move to semi-skimmed milk. From the age of 5 children can also be served 1% fat or skimmed milk.

Science



Maths

### Bring a box

To learn about what makes some breakfast cereals healthier than others you could carry out a class survey on different cereals eaten for breakfast and ask the class to present their findings as a graph.

Ask pupils to bring in an empty cereal box from home. In small groups, they can compile a data table showing the different nutritional values per 100g for each brand. Create a series of questions for them to answer such as 'Which breakfast cereal has the lowest salt/added sugar/fat content?' Use these findings to encourage the class to eat healthier alternatives for breakfast.

Keep a clear plastic container and some sugar cubes at the front of the class. For this activity assume a regular sugar cube weighs approx. 4g. Using their data table, ask them to work out how much added sugar in their regular breakfast cereal and how much they'd save by swapping to a less sugary alternative. Each morning pupils can add cubes to the jar representing how much sugar they've saved, noting their swap in a log book. For example, if they've eaten plain porridge instead of a sugar-coated cereal they save 13g of sugar and can add 4 cubes. You can discuss rounding up or down with older pupils or attempt to split the cubes! You could also set up an inter-class competition called 'Sugar Savers' to see which class saves the most each week or month.

Maths

### Sugar towers

To learn about the different amounts of sugar in different foods, ask pupils to bring in different food packaging. Read the food labels to discover the sugar content and if available, use kitchen scales to weigh out the amounts in sugar cubes - for this activity assume a regular sugar cube weighs approx. 4g. Build a sugar cube tower next to the food package to visually represent its sugar content. Take photos and create a presentation to deliver to the class. As a class discuss less sugary alternatives they could eat instead.

### Cheese please!

To explain why cheese is an important part of a healthy diet, read or listen to the story 'The Exciting Guests' at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk). If you're pushed for time skip to the second half of the story that is all about cheese production. Brainstorm different types of cheese that pupils have eaten and explain that different cheeses have different fat content. Use the cheese factsheet to sort the cheeses into categories of low, medium and high fat content.

[www.lnds.nhs.uk/Library/FatcontentofcheeseFinalNov11.pdf](http://www.lnds.nhs.uk/Library/FatcontentofcheeseFinalNov11.pdf)

Get pupils to create a cheese poster displaying their findings. Older pupils could search online for images. You could also watch the farming video on cheesemaking at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

English

### Swap at the shop

Get your class thinking about healthier swaps by asking the group to sit in a large circle and teach them the chant below. Explain that they must listen carefully to what others are saying and suggest a healthier alternative when it's their turn. The chant moves clockwise around the circle.

A: I bought a cola at the shop

B: Hang on, Katy! Why don't you swap?

A: Swap for what? What's that you say?

B: Why don't you try some skimmed milk today?

For more detailed information about healthier eating visit the NHS Choices website [www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx](http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx)

English



# useful change4life school links



You'll find more teaching resources on healthy eating and physical activity at [www.nhs.uk/c4lschools](http://www.nhs.uk/c4lschools)

To find out about Change4Life Sports clubs visit [www.youthsporttrust.org/how-we-can-help/programmes/change4life-sports-clubs.aspx](http://www.youthsporttrust.org/how-we-can-help/programmes/change4life-sports-clubs.aspx)

NHS Choices has more detailed information about healthy eating. Visit [www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx](http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx)

## Other useful resources

Discover more about the School Food Plan at [www.schoolfoodplan.com](http://www.schoolfoodplan.com)

Visit the British Nutrition Foundation at [www.foodfactoflife.org.uk](http://www.foodfactoflife.org.uk) for a wide range of free resources on the importance of healthy eating

Does your school run cooking activities? If so, you can join the Let's Get Cooking network. Receive extra support on running cooking sessions and access over 300 recipes and resources online. Visit [www.letsgetcooking.org.uk/apply](http://www.letsgetcooking.org.uk/apply) for more information

Learn more about promoting school meals in your school with National School Meals Week at [www.nsmw.org.uk](http://www.nsmw.org.uk)

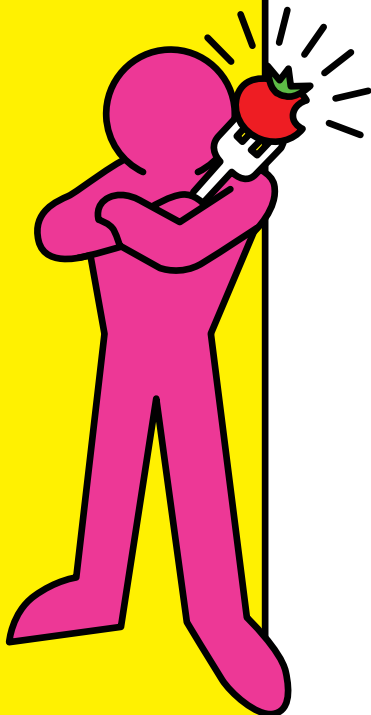
The British Heart Foundation has a range of school resources covering everything from learning to read to PE, science and PSHE. Find out more here [www.bhf.org.uk/schools](http://www.bhf.org.uk/schools)

Interested in encouraging your pupils to walk to school? Living Streets has lots of hints, tips and suggestions at [www.walktoschool.org.uk](http://www.walktoschool.org.uk)

Get your pupils trained and ready to cycle safely with Bikeability at [www.bikeability.org.uk](http://www.bikeability.org.uk)

The School Games is a great opportunity to motivate young people to enjoy the benefits of playing competitive sport. Visit [www.yourschoolgames.com](http://www.yourschoolgames.com)

The Youth Sport Trust is passionate about helping young people achieve their potential by delivering high quality PE and sport. Visit [www.youthsporttrust.org](http://www.youthsporttrust.org)



Eat well Move more Live longer

# Our Healthy Year

## Reception teacher toolkit



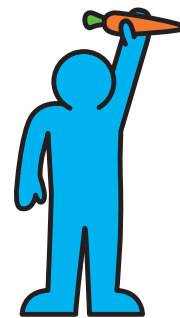
Building healthy habits in Reception pupils during the first school year in which they are weighed and measured

# Benefits for schools

- ✓ Simple ideas for building healthy activity into everyday class routines.
- ✓ Flexible ideas linked to the Early Years Foundation Stage curriculum and Early Learning Goals.
- ✓ Ideas and activities can be adapted for a range of abilities and settings.
- ✓ Helps schools meet statutory duties to promote children's health and well-being, and help them understand how to keep themselves healthy (Ofsted School inspection handbook, personal development, behaviour and welfare).



# Our Healthy Year



## Introduction

These days modern life can mean that we are a lot less active.

It is therefore vital that children learn from an early age about the importance of healthy eating and active lifestyles so that they can carry this knowledge with them throughout their lives.

Most Reception children are weighed and measured through the National Child Measurement Programme (NCMP). Our Healthy Year will help you to make the NCMP part of a whole year of fun, healthy curriculum-linked activity and, in doing so, support parents who are looking for ideas to help live healthier lives.

### Childhood obesity

- Over one fifth of Reception and one third of Year 6 children are overweight or obese.
- Overweight or obese children are more likely to become overweight adults and are more at risk of health issues such as type 2 diabetes, some cancers and heart disease.
- Being overweight or obese can also affect a child's attendance at school.

The Reception year provides an excellent opportunity to establish healthy habits because:

- children are settling into primary school and getting used to new routines
- parents are more likely to be engaged and involved in school life
- parents receive feedback about their child's weight through the NCMP and may be looking for support.

We hope you and your class enjoy using these resources.

Find out how to get started and plan your healthy year on page 4.



To find out more search NCMP on [www.gov.uk](http://www.gov.uk)

# Getting started

## Plan your healthy year

The list below provides an overview of this toolkit so you can see at a glance the range of ideas for embedding Our Healthy Year.

You can run Our Healthy Year activity over a whole year, or over a shorter period – a term, a month or even a week. However, the longer you can keep it going the better because embedding ideas over time will be the key to changing behaviours.

- Decide how to [introduce Our Healthy Year to pupils](#) (page 6).
- [Choose your curriculum-linked activities](#) (page 8–17). You may wish to choose a different topic each month, or pick and mix activities and use them in any order (page 7).
- [Find out when your class will be measured](#). Your school nurse will advise on timescales and the process in your area. They may also provide resources to explain the NCMP to children and parents before the measurement takes place, or offer follow-up advice and support (face to face or via a feedback letter to parents).
- Decide how to [get parents involved](#) – they are integral to making Our Healthy Year a success (page 18).
- Think about how to [celebrate your healthy year](#) (back cover).





## Additional online resources

This toolkit includes a range of activity ideas (pages 8–17). Some of the activities require supporting **printed and online resources** which are **referenced in the activities in red**. To download online resources and order stickers search [Change4Life/schools](https://www.change4life/schools).

Here is a full list of the online Our Healthy Year resources for Reception teachers:

### Classroom activity sheets:

- Café menu template
- Shopping list template
- Phonics activity cards
- Fruit and veg bingo cards
- Blank Eatwell Guide

### Presentations:

- Our Healthy Year presentation
- Our Healthy Day story presentation

### Ideas for teachers:

- Inspiration for the whole school
- Healthy stories

### Take-home resources:

- Introduction to Our Healthy Year for parents template letter
- Take-home teddy's diary
- Take-home worksheets
- Our Healthy Year challenges:
  - Challenge sheets
  - Passport

### Celebration certificate

### Our classroom charter poster

## Year 6 resources

Our Healthy Year resources are also available for Year 6 pupils, who will be preparing for the transition to secondary school and will also be measured as part of the NCMP.

# Introduce Our Healthy Year to pupils



We have set out some ideas for how to introduce Our Healthy Year to your pupils, and make sure that they have a good understanding of what a healthy lifestyle means. This will provide a solid foundation for all the other activities in this toolkit.

## Introductory presentation

- Use the editable 'Our Healthy Year presentation' (download [Presentations](#)) and also a favourite soft toy to:
  - introduce healthy lifestyles to your pupils
  - tell them about Our Healthy Year.
- Follow up by asking pupils to draw a picture showing what it means to them to be healthy.

## Action story

- Build on learning from the introductory presentation with the 'Our Healthy Day story presentation' (download [Presentations](#)):
  - Ask the children to put their thumbs up every time they hear a healthy behaviour mentioned and thumbs down every time they hear about an unhealthy behaviour.
  - Alternatively, you could even build in some healthy activity by asking them to stand and jump up to touch the air, or jump down to touch the floor instead of putting thumbs up or down.

## Classroom charter

Use the [Our classroom charter poster](#) to record five ways that the class is going to try to be healthier this year. For example: replacing sugary items with fruit at least five times a week, or walking to school three times a week. You could display the poster in the classroom and check in regularly to see how pupils are doing.

## Take-home teddy

- Choose a teddy or other soft toy to be the class teddy (perhaps the one used when you delivered the introductory presentation). Use an exercise book to be the teddy's diary:
  - Each child takes it in turns to take the teddy home for a week, with a 'Take-home teddy's diary' activity sheet (download [Take-home resources](#)).
  - The child draws a picture on their sheet of the teddy eating, cooking something healthy or doing a healthy activity and the parent or child writes a caption.
  - You could also encourage parents to send a photo of the teddy doing a healthy activity.
  - Stick all the completed worksheets into the teddy's diary or create a class display of 'teddy's healthy adventure'.

# Plan your classroom activity



Spreading Our Healthy Year activities throughout the year and the curriculum will really help your pupils to establish healthy habits.

Choose from the following activities to build your own healthy year's worth of activity:

- Choose from the [curriculum-linked activities](#) (pages 8–17).
- Take a look at the 'Inspiration for the whole school' leaflet (download [Ideas for teachers](#)) and think about using some of the whole-school activities suggested on the final page.

## Structuring your activity

One way to structure your healthy activity is to choose a topic for each month from the list below. Look out for the symbol next to the activities listed on pages 8–17 to see which topics they fit. These topics also form the basis of challenges that the children can do at home (page 19).



Fantastic fruit



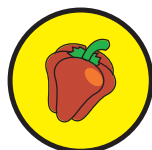
Daily dance



Healthy minds



Get sporty



Mad about veg



Playground games



Sugar swap



Healthy heart



Wicked walkers



Healthy week

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this toolkit.

# Communication and Language/Literacy

## Curriculum-linked activity ideas

The activities are organised within the areas of the Early Years Foundation Stage curriculum and referenced to the Early Learning Goals (ELGs).

**Storybooks**          

Use one of the 'Healthy stories' (download [Ideas for teachers](#)) as a starting point to explore healthy eating and moving more themes. The list includes some ideas for themes and activities that can be developed, and discussion ideas. You could invite parents to come in for a reading session. ELGs 01, 02, 03, 05, 06, 09, 10, 11, 12, 13, 14, 17

**Eating out**  

Discuss the children's favourite healthy foods. Download the [Classroom activity sheets](#) and then use the 'Café menu template' to write or draw your own menu for a healthy café. You could use computers or tablets to look at some real menus online. Extend by setting up a café role-play area. As a follow-on homework activity, download the [Take-home worksheets](#) and then use the 'Funny face healthy pizza recipe' sheet to get children cooking at home. ELGs 01, 03, 09, 10, 16, 17

**Shopping lists**  

Look at photos of shops to inspire discussion about healthy everyday foodstuffs. Extend by downloading the [Classroom activity sheets](#) and then use the 'Shopping list template' to write or draw individual shopping lists. This can also be a computer activity. ELGs 03, 05, 09, 10, 13, 15, 17



### Tea party

Plan a healthy tea party or set up a role-play area. Write tea party invitations for guests. Children could bring a favourite toy to the party. Search the [Change4Life](#) website for recipe ideas. ELGs 01, 03, 05, 08, 09, 10

### Alphabet and phonics

Download the **Classroom activity sheets** and then use the 'Phonics activity cards' which contains names and pictures of healthy foodstuffs to support your phonics activities. Use different types of fruit to introduce initial sounds, letters and blends. Extend to a fruit and vegetable initial sound bingo game (see 'All the fruit and veg in the world', below). Use or make a class fruit and vegetable alphabet.

ELGs 01, 03, 09, 10

### All the fruit and veg in the world

Download the **Classroom activity sheets** and then play fruit and vegetable bingo using the 'Fruit and veg bingo cards'. Divide pupils into six groups of about five. Give each group a bingo card with a different arrangement of fruit and veg. Pupils cross them off as the teacher holds up the fruit or vegetable flash card. The first group to get all the fruits and vegetables wins. ELGs 01, 09, 10

### Food themed class word bank

These can be individual words or words which accompany a picture or photograph. The resource can be used by the whole class as a writing resource. Involve parents to support their child to do some words at home. Extend into a tabletop classroom display with actual foodstuffs donated by parents or use in cooking or at a picnic. As a follow-on homework activity, download the **Take-home worksheets** and then use the 'All about healthy me' sheet to get children thinking about words that best describe their favourite things. Also try the 5 A DAY hunt cards in Food Detectives: Search [Change4Life/schools/healthyeating](#). ELGs 02, 03, 09, 10, 13, 16

### We love fruit and veg!

Keep a whole-class fruit and vegetable diary. Find out which fruits and vegetables are being served every day at lunchtime, and tell the children to look out for them. Expand to inform the children how good the particular fruit and veg is for them (opportunity to look at vitamins). Follow up after lunch. As children begin to widen their choices, tell parents so that they can introduce the fruit or veg at home. ELGs 01, 03, 05

### Active alphabet

Print out different phonics sounds and put them up around the playground. Tell children that you are going to shout out different sounds and they need to walk, run, hop, skip or jump to the relevant sound. Ask them to say the sound when they get there.

ELGs 03, 04, 09

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this toolkit.



### Animal dance

Read *Giraffes Can't Dance* to the children. Why couldn't Gerald dance? What did he need to be able to dance? What type of music do you like to dance to? Can you dance like Gerald and the other animals in the book (warthogs, rhinos, lions, chimps and baboons)? ELGs 01, 02, 05, 09

### Favourite sports

Keep a whole-class activity diary and create a word bank of all the different ways children are keeping active on a daily basis. Pupils can start collecting images or photographs of the activities they are doing. This can be used as a writing resource or stimulus. Extend this to see if children are keeping active for 60 minutes a day. As a follow-on homework activity, download the **Take-home worksheets** and then use the 'Keeping fit and having fun' sheet to get children thinking about different activities they can try. ELGs 05, 09

### Punctuation poses

Play a song to the class to encourage children to dance or move, and stop the song at different intervals. At the interval shout out either 'full stop', 'question mark', 'comma' or 'exclamation mark'. Full stop means they must freeze and perform a balance. Question mark means they can make up their own pose. Comma means they must crouch down into a ball and an exclamation mark means they must jump and stand tall with their hands in the air. Keep playing until you reach the end of the track. ELGs 05, 10

#### Inclusive resource

Use the Makaton signs for food, eating and drinking during daily activities and when labelling. [www.makaton.org](http://www.makaton.org)

# Mathematics

## Curriculum-linked activity ideas

### Become Sugar Smart

Use the Sugar Smart app: Search [Change4Life/sugarsmart](https://www.change4life.org.uk/sugarsmart) to see how much total sugar there is in a selection of breakfast items that the children eat. Use the information to make a tally or bar chart, and a wall display to depict the differences in products. Use as the basis of a discussion for healthy eating. Share your results in a whole-school assembly. Search [Change4Life/schools/healthyeating](https://www.change4life.org.uk/schools/healthyeating) for more Sugar Smart resources. ELGs 03, 05, 11

### Playing shops

Weigh and measure using scales and bags of vegetables. Play shopping games using a board game or set up a healthy food shop for role play. ELGs 03, 08, 11, 12

### Bar charts and pie charts

Create a healthy eating bar chart based on how many children had vegetables and fruit at lunch time. Create a chart of the most popular type of physical activity following a vote. Create a bar chart/pie chart of healthy food the children like. ELGs 03, 05, 11

### Patterns and prints

Create repeating patterns using vegetables to print or labels to stick. ELGs 05, 12

### Chop chop

Look at halves and wholes by cutting an apple into two. Peel an orange and count the segments. Ask the children to share fruit out (division). ELGs 05, 11

Search [Change4Life/schools](https://www.change4life.org.uk/schools) to find the Our Healthy Year supporting resources referred to in this toolkit.



### Making smoothies 🍷

Make fruit smoothies and measure capacity using standard or non-standard measures. Have a tasting session using lollipop sticks and let children vote for their favourites; find a way of representing your results, e.g. with a bar or a pie chart. ELGs 05, 10, 12, 16

### Peas in a pod 🥰

Play estimation games using beans, seeds, pulses. How many peas are there in a pod? Look at comparisons and estimates. ELGs 11, 12

### Ourselves 🧑

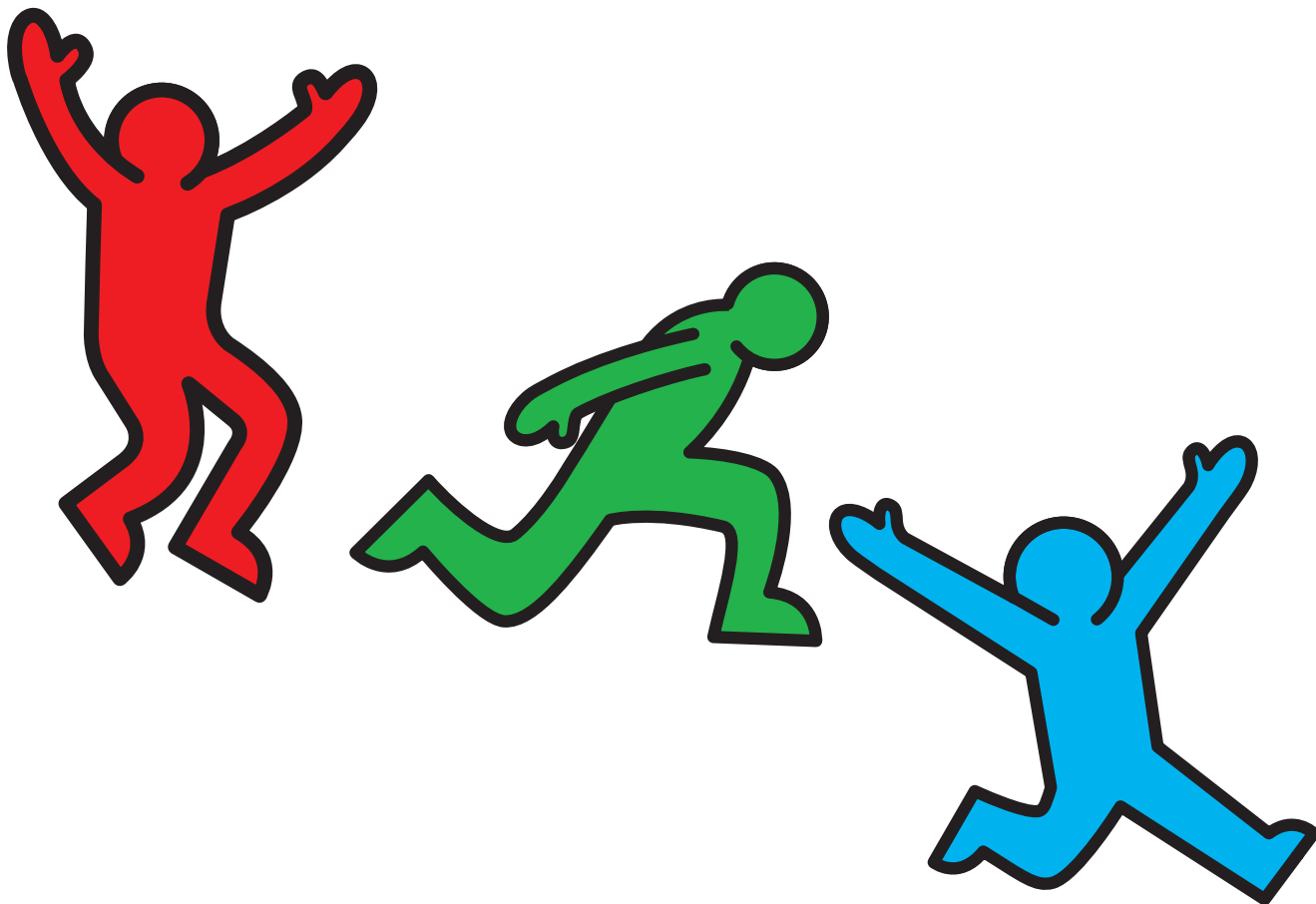
Get children to draw around each other, numbering fingers, toes, arms and legs. Use non-standard and standard measures for height and include shoe size etc. Make a height mountain by charting the height of all of the children in the class on a wall outside, then join up the marks on a height line. Extend this activity by including a reach line. ELGs 11, 12

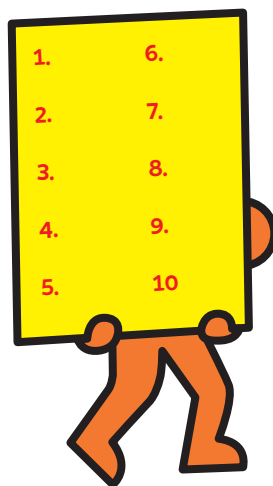
### Number jumps 🏃 🧘

Ask children to do different activities in sets of two, five and 10. Activities could be jumping, star jumps, hopping and touching toes. You could also print out different numbers, hold them up and ask children to jump (hop, skip etc.) that number of times. ELGs 04, 11

### How many steps? 🧑🧑

Get children to count how many steps they need to take to walk around the playground, around the classroom, around the hall etc. Get children to think about big and small steps and how that affects the number of steps it takes to get somewhere. ELGs 04, 11





### Motion Maths

Get children to dance on the spot to a fun upbeat piece of music. When the music stops children must perform a balance either on one leg, or crouched down on one leg, or on one hand and one leg etc. Get children to start counting from one, and see how many seconds they can hold their balance for. Start the music over again and repeat the game.

ELGs 04, 11

### Make 10

Write the numbers 1–10 on the board. Pick five different fitness exercises and write them on the board too: e.g. star-jumps, hopping, running on the spot, commando roll (drop to the floor and roll over), push ups against a wall or on the floor etc. Working in pairs, and on the teacher's command, the first person in the pair must pick a number less than 10 and perform a chosen exercise that number of times. Their partner must then perform the exercise for the appropriate number of times to make up 10. Extension activity: increase the number to 20.

ELGs 04, 08, 11

### Treasure hunter

Using the hall or playground, place different coloured bean bags anywhere in the area. Give each bean bag colour a different value, e.g. red = four, blue = three, green = two and yellow = one. In small groups or pairs (carrying pen and paper) children must walk to a chosen bean bag and add this to their bean bag score. They must tally their scores to see how many points they can gain in two, three or four minutes of walking! ELGs 04, 08, 11

### Action sports

Working in groups of four, one pair must act out a sport by performing different actions. The other pair must guess the sport they are acting out. If they guess it correctly the first time they get three points, if it is the second guess they get two points and third guesses get one point. Pairs can move around the room and play other pairs of children in a given time limit, e.g. five minutes. They must tally or remember their scores as they go along. ELGs 04, 08, 11

#### Inclusive opportunity

Use real objects when working with children with SEN and keep the activities practical and hands on.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this toolkit.

# Physical Development



## Curriculum-linked activity ideas

Eat well   

The right diet helps children to develop strong bones and stay active:

- Using the Eatwell Guide at [Change4Life/schools/healthy-eating](https://www.change4life.co.uk/schools/healthy-eating), make your own class poster using foods that the children eat at home and are familiar with.
- Download the **Classroom activity sheets** and then use the 'Blank Eatwell Guide' to fill in the sorts of healthy food they like to eat. This exercise will highlight to both children and their parents the variety of foods that they need to be healthy.
- Extend this activity by focusing on a healthy picnic or lunchbox. For related resources, see More Information on the back page of this toolkit.

As a follow-on homework activity, download the **Take-home worksheets** and then use the 'Growing and eating – Me size meals' sheet to get children thinking about quantities they should be eating. ELGs 01, 02, 03, 05, 10

Healthy heart for a good start 

Make a healthy heart display to explain the connection between exercise and being healthy to the children. Use the materials available on the British Heart Foundation website for activities and tips to share with children and their parents: [www.bhf.org.uk](http://www.bhf.org.uk) (go to the Healthcare professionals section). ELGs 02, 05

People who help us be healthy     

Arrange visits from your school nurse or other healthcare professional. Be specific about what you would like them to talk about, e.g. healthy eating or staying active. It is also worth checking their credentials and ensuring that they have a professional qualification. Prior to the NCMP measurement day ask the school nurse to come in to demonstrate what the weighing and measuring will be like. Set up a play area where the children can weigh and measure their teddies and dolls. ELGs 01, 03, 05, 06, 08, 12

Beyond PE         

Your children will be participating in their regular PE lessons but within a Reception class there may be other opportunities to build stamina and increase body awareness – see the whole-school activities on the 'Inspiration for the whole school' leaflet (download **Ideas for teachers**). ELGs 04, 05

### Builders' trays

Use builders' trays on the floor both indoors and outdoors for some activities instead of tables and chairs. This will help develop bilateral co-ordination, develop trunk stability and balance as well as shoulder stability and hand strength. Some suitable activities will include, sand, play dough and cornflour. Extend by using tongs, chopsticks and spoons and sieves. ELGs 04, 16

### Obstacle course

Encourage children to design and build their own obstacle course both indoors and outdoors. Encourage them to make it as challenging as possible. Include blankets and tunnels with the usual mix of blocks and planks. Get them to also try it on their knees or while crawling. The course could also be used at a sports day – perhaps parents could try it! As a follow-on homework activity, download the **Take-home worksheets** and then use the 'Keeping fit and having fun' sheet to get children thinking about different activities they can try. ELGs 04, 05, 08, 17

### Walk to School Week

As part of Walk to School Week (May), take the class on a local walk and count your steps. Visit [www.livingstreets.org.uk](http://www.livingstreets.org.uk) for walking tips. ELG 05

### Wall painting

Outdoors or indoors, place a roll of wallpaper along a wall. Ask the children to cover every bit of it with numbers, drawings or writing. This will encourage stretching and bending as they try to cover all of the paper. ELGs 04, 08, 10, 11, 16

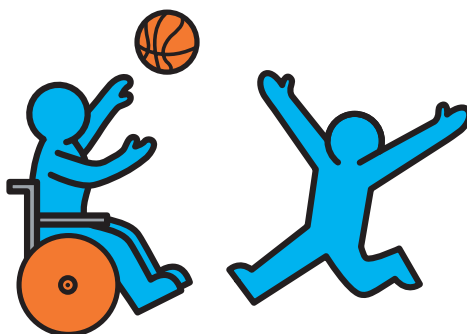
### Vertical threading

Hang string from washing lines indoors or outdoors, put tape on the ends, then encourage the children to make a hole in coloured paper, newspaper cut outs, leaves or any other materials and push them up the string from a standing position. They will need to stretch and use both hands. Extend the activity by making a number line of materials or repeat patterns. ELGs 04, 08, 11, 12

#### Inclusive resource

If a child has physical difficulties or differences consult with any specialist involved, e.g. occupational therapist, about how you can adapt some of the activities outlined above.

Search [Change4Life/schools](https://www.change4life.org.uk/schools) to find the Our Healthy Year supporting resources referred to in this toolkit.



# Personal, social and emotional development

## Curriculum-linked activity ideas

### The things I like

Use the themes of healthy eating and exercise to create an opportunity for children to demonstrate their favourite things. You can do this by asking them to bring in photos of themselves with their families eating, playing in the park, at the swimming pool, or on holiday. Encourage them to share their experiences with their peers. This could be a theme for a display that also demonstrates how the school works in partnership with parents to link home life and school life. As a follow-on homework activity, download the **Take-home worksheets** and then use the 'All about healthy me' sheet to get children thinking about words that best describe their favourite things. ELGs 01, 03, 06, 08, 13

### Growing up

Discuss and devise activities around the theme of the human lifespan. Look at different ages and stages from baby to child to teenager to adult. Discuss growing up and what we need to be healthy. This activity provides plenty of opportunities to talk about families, relationships, and people and communities. Collect baby pictures of children in the class and play 'guess who' games (include a photo of you). ELGs 03, 06, 07, 08 13, 14

# Understanding the world

## Curriculum-linked activity ideas

### Senses

Smell: find different spices, herbs and healthy foods to smell, play 'guess what it is' by putting things in pots covered in foil with holes (e.g. strawberry, mint, nutmeg, lemon).

Taste: carry out blind tastings (this activity provides an opportunity for descriptive language, labels and charts when comparing likes and dislikes). ELGs 03, 05, 06, 08, 10, 11, 13

### Growing and eating

Explore the growing cycle of beans, fruit and vegetables. Grow cress eggheads, carrot tops in the dark and nasturtiums (you can eat the flowers).

Make a herb pot, grow vegetables and tomatoes in yoghurt pots, in a window box, or in your school garden.

Use writing frames or a storyboard to illustrate and accompany the growing cycle. As a follow-on homework activity, download the **Take-home worksheets** and then use the 'Eating colours' sheet to get children thinking about the variety of fruit and vegetables that can be grown. ELGs 02, 04, 10, 14

### Where in the world activities

Use maps to locate where our food comes from. Start by looking at labels on foodstuffs. You can then create a display using pins, labels or drawings on a world map. ELGs 13, 14, 16

# Expressive art and design

## Curriculum-linked activity ideas

### Bones and skeletons

Discuss diet and healthy bones (that's why we need calcium and vitamin D). Get children to complete skeleton worksheets and name body parts, or make a large drawing of a skeleton and label it. Make pin figures that have moving joints. ELGs 02, 04, 05, 09, 10, 16

### Cutting and blending

Make delicious dips and dippers, fabulous fruit salads, and super smoothies. Note: Children should only have a maximum of 150ml of smoothie or juice per day, which counts as only one portion of your 5 A DAY. For recipe ideas: Search [Change4Life/schools](https://www.change4life/schools). ELGs 02, 05, 16, 17

# Outdoor fun and activities

## Curriculum-linked activity ideas

### Forest Schools

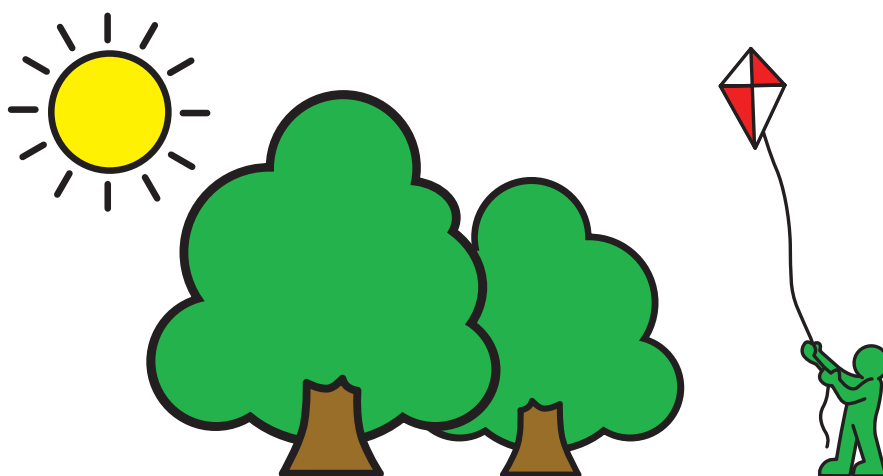
Use some Forest Schools activities in any outdoor space including the woods, the park, playground or school garden. These can include physical activities and outdoor cooking. To find out more, visit [www.forestry.gov.uk](http://www.forestry.gov.uk)

### Teddy bears' picnic

Prepare and plan your picnic by making suitable foodstuffs to eat and drink, and writing invitations to teddies (and other favourite stuffed toys). Plan a timetable for the event, read Teddy books and learn the 'If you go down to the woods today' song.

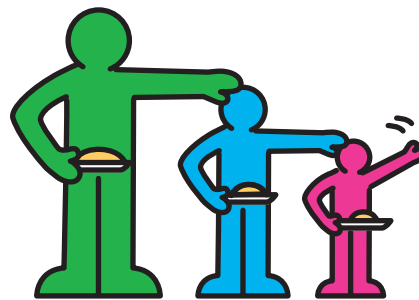
This activity can be the culmination of your whole year's efforts where you can celebrate your achievements. If you have used the 'Take-home teddy' activity (page 6), make sure you take your class teddy to the picnic so that you can share his or her healthy activities with children and parents.

ELGs 01, 04, 05, 06, 08, 10, 13



Search [Change4Life/schools](https://www.change4life/schools) to find the Our Healthy Year supporting resources referred to in this toolkit.

# Engaging parents



The importance of delivering the healthy eating and activity message goes beyond the classroom, so it's vital to get parents involved as they are the ones who make most of the food and activity choices for children at this age.

## Introducing parents to Our Healthy Year

If you can, let parents know that pupils will be taking part in a year (or other period) of healthy activity. Use the 'Introduction to Our Healthy Year for parents template letter' (download [Take-home resources](#)) to tell them about what you'll be doing in class and how they can get involved. This might be through taking part in 'Take-home teddy's diary' (page 6) or 'Our Healthy Year challenges' (page 19).

You can adapt and use the 'introduction to Our Healthy Year for parents template letter' in several ways:

- at the start of the year at your welcome meeting for new parents
- by putting a letter in book bags
- through ParentMail or through the school newsletter or website.

- Search [Change4Life/schools](#) to find the Our Healthy Year [Take-home resources](#), including parent communication templates and 'Our Healthy Year challenges'.
- If you have a welcome meeting, the Change4Life short films are a great tool to use to introduce key topics. Search [Change4Life/schools](#).

## Other ways to engage parents

### Eating well

Ask parents to search [Change4Life/recipes](#) and choose their favourite healthy recipe. You could start a class recipe book or put them on the school website, and choose a healthy recipe of the week. You could arrange for parents to visit your classroom as cooking lesson helpers or leaders.

### Moving more

Invite parents to come along to a PE class to learn some new games and activities for the weekends or holidays.

## Our Healthy Year challenges

Challenge your pupils to put their learning into practice at home with the 10 flexible challenges.



There is one challenge for each of the classroom topics (page 7).



### 1. Choose which challenges to set

Ideally, choose a challenge for each month, spreading them out over the whole year. This will help healthy eating and moving more to become really embedded in children's lives.

Alternatively, choose a challenge for each week spread over a shorter period, e.g. a term. The challenges can be completed in any order.

### 2. Send the challenges home

Print the 'Our Healthy Year challenges' from the **Take-home resources** and put them into book bags.

Alternatively you could email the challenges to parents, or include them in an existing school or class newsletter.

### 3. Parents record their activity

Print the 'Passport' from the **Take-home resources** and ask parents to help their children record which challenge activities they have completed and the date.

Passports could be kept or stuck in Reading Record books, or into a special exercise book, where the children can draw pictures to keep a visual diary of their healthy activity.

### 4. Celebrate!

Celebrate pupils' achievements when all the challenges are complete with a **Celebration certificate** or parents' assembly (page 20).

Search **Change4Life/Schools** to find the 10 'Our Healthy Year challenges' (download **Take-home resources**).

# Celebration time

At the end of your healthy year, term, month or week, you could:

- download and give children a **Celebration certificate** to recognise their learning and achievement
- hold a special parents' assembly where children showcase what they've learned about eating well and moving more, and certificates are presented – the assembly could finish with a parent and child activity, e.g. a mass 10 Minute Shake Up in the playground, a lap of the playground or a fun circuits activity
- help your pupils to design a presentation to give to other classes in the school, detailing what they have done
- send out a special newsletter, celebrating the children's achievements
- have a Healthy Class Cup presented to the class with the most completed passports, or an award for the individual with the best passport
- hold an exhibition showing the highlights of Take-home teddy's healthy adventures
- create a healthy pledge wall for pupils and parents to pledge what they will do to continue being healthy the next year
- search [Change4Life](#) for holiday ideas.



## More information

### Useful Change4Life school links

- You'll find more teaching resources on healthy eating and physical activity on the Change4Life School Zone. Search [Change4Life/schools](#)
- We would love to hear from you. Please send your comments and photos to [partnerships@phe.gov.uk](mailto:partnerships@phe.gov.uk)

### Other useful resources

- Find out more about the National Child Measurement Programme by searching NCMP at [www.gov.uk](http://www.gov.uk)
- The British Nutrition Foundation has more information on the importance of healthy eating at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)
- The Children's Food Trust helps children eat better and do better, by working with schools, local authorities and other partners. Visit [www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk)
- Explore how a whole-school approach leads to great school food with the School Food Plan at [whatworkswell.schoolfoodplan.com](http://whatworkswell.schoolfoodplan.com)
- Learn more about promoting school meals with National School Meals Week at [www.nsmw.org.uk](http://www.nsmw.org.uk)
- The Youth Sport Trust is passionate about changing young people's lives through PE and sport. Visit [www.youthsporttrust.org](http://www.youthsporttrust.org)
- The British Heart Foundation has a range of school resources covering everything, from learning to read to PE, science and PSHE. Find out more here [www.bhf.org.uk](http://www.bhf.org.uk)
- Interested in encouraging your pupils to walk to school? Living Streets has lots of hints, tips and suggestions at [www.livingstreets.org.uk](http://www.livingstreets.org.uk)
- Get your pupils ready to cycle safely with Bikeability at [www.bikeability.org.uk](http://www.bikeability.org.uk)
- The Modeshift STARS accreditation scheme recognises schools that encourage children to walk and cycle to school. Register your school at [www.modeshiftstars.org](http://www.modeshiftstars.org)
- The School Games is a great opportunity to motivate young people to enjoy the benefits of playing competitive sport. Visit [www.yourschoolgames.com](http://www.yourschoolgames.com)
- The Forestry Commission England provides a range of cross-curricular activities including physical activities and outdoor cooking at [www.forestry.gov.uk](http://www.forestry.gov.uk)



# Our Healthy Year Calendar

## Reception/KS1

change  
4 life

Try one of these fun activities every week to help your class eat well and move more!

Then click to reveal fun facts, jokes and challenges.

Weekly challenges to build healthier habits.

week 1 How many steps?

Count how many steps you need to take to walk around your home or playground. Try with big and small steps.

**Class challenge!**

Make up a funny dance and teach it to your friends.

week 2 Action rhymes

Create your own healthy rhyme or song with actions. Share it with the class!

**Class challenge!**

Quick! Think of three fruits or vegetables that are NOT shaped like a circle or oval.

week 3 Number jumps

Do activities like jumping, hopping and touching your toes in sets of two, five and ten.

**Can a kangaroo jump higher than the Eiffel Tower?**

Of course! The Eiffel Tower can't jump!

week 4 What does your nose know?

Can you use your nose to guess what different foods are without looking? You could try this at lunchtime.

**Class challenge!**

Quick! Name one food that's sweet and one that's salty.

week 5 Time for teddy

Choose a teddy or toy from home and draw a picture of them eating something healthy or doing a healthy activity.

**This is a fruit that you might eat at lunch. It's small and it's round and it comes in a bunch.**

Grapes

week 6 What's the difference?

Think of an apple and an orange (or your teacher might show you pictures). What is the same about these foods? What is different?

**What is the strongest vegetable?**

A muscle sprout!

week 7 Rainbow plate

How many different colours can you see in your lunch? Can you name the different fruit and veg on your plate?

**What did the leopard say after lunch?**

That hit the spot!

week 8 Motion maths

Dance on the spot to music. When the music stops, balance on one leg or crouch down on one leg. How long can you hold your balance?

**Class challenge!**

Who can balance on one foot for the longest?

week 9 Fruit and veg

We should try to eat at least five different fruit and veg every day. Can you and a partner name five different fruits and vegetables?

**Class challenge!**

Quick! Name one food that's spicy and one that's sour.

week 10 What's on the menu?

Think about what you like to eat. Is there anything new you would like to try?

**Class challenge!**

Name a fruit or vegetable to match every colour of the rainbow.

week 11 Energisers

Each day, one person in the class thinks of an energiser activity or routine. Everyone else must follow for five minutes before settling down to work.

**How do you light up a football stadium?**

With a match!

week 12 Food labels

What do you think the red, orange and green could mean on this food label?

FAT SATURATED FAT SUGAR SALT

**Why don't eggs tell jokes?**

They'd crack each other up!

week 13 How much fruit and veg?

Riyma has eaten one apple and a portion of spinach. How many pieces of fruit and veg has she eaten altogether? How many more does she need to eat today?

**Class challenge!**

Quick! Think of three fruits or vegetables that are bigger than an apple.

week 14 We love fruit and veg!

Find out which fruit and veg are being served every day at lunchtime, and keep a whole-class fruit and veg diary.

**Why did the banana go to the doctor?**

Because it wasn't peeling well!

week 15 High fives

In pairs, one person does an exercise five times. They then 'air high five' their partner who does it five times. Repeat with different actions.

**What can you serve but never eat?**

A tennis ball!

week 16 Playing shops

Set up a healthy food 'shop' and use scales and bags of vegetables to practise weighing and measuring.

**Class challenge!**

Top veg! Take a class vote to find out what the most popular vegetable is.

week 17 Drink smarter

Use the Food Scanner app to scan some popular drinks (provided by your teacher). Can you count how many sugar cubes are in each one?

**Unscramble the letters to find the name of a healthy drink choice**

k m i l

milk

Food Scanner app: [NHS.uk/BFS/app](https://nhs.uk/BFS/app)

week 18 Favourite snacks

Think about your favourite snacks. Can you choose or eat a different healthier snack for each day of the week?

**Class challenge!**

Quick! Name three fruits or vegetables that are red.

week 19 Stretch and bend

Touch your toes and stretch, stand tall and stretch or lean to the side with your arm over your head. Can you think of other stretches?

**Why are gymnasts the most generous sportspeople?**

Because they always bend over backwards for others.

week 20 Tea party time!

Plan a healthy tea party. Make invitations for guests and tell them what the healthy menu will be. You could even bring a favourite toy to the party!

**I am orange and long, and I come in a bunch. I can be in a cake, or eaten at lunch. What am I?**

A carrot

week 21 Active travel day

Can you bike, scoot or walk today? Maybe with an adult outside or on your journey to school?

**Class challenge!**

Quick! Think of three sports you can play outdoors.

week 22 Hold a stretch

Can you hold different stretches for 5, 10 or 15 seconds? Use counting to help you measure the time.

**What is harder to catch the faster you run?**

Your breath!

week 23 Active phonics

Your adult will place phonics sounds around the room or playground. When they shout out a sound, walk, run, hop, skip or jump to that sound.

**What subjects do runners like best?**

Jog-raphy! (geography)

week 24 Action sports

With a partner or in a team, can you act out different sports so another team can guess what they are?

**Class challenge!**

Quick! Think of three sports you can play indoors.

week 25 What's in your food?

Use the Food Scanner app to find out how much sugar is in some breakfast foods (provided by your teacher). Can you suggest healthier choices for foods that have lots of sugar?

**Did you know?**

Apples contain air, which makes them less dense than water. That's why they can float!

Food Scanner app: [NHS.uk/BFS/app](https://nhs.uk/BFS/app)

week 26 Breathe

Breathe in through your nose and out through your mouth. Try to focus on your breath for a few minutes and let go of any other thoughts.

**Class challenge!**

Close your eyes and imagine a place where you feel totally calm and happy. What is the place? Who or what is there?

week 27 Shake and wake

To start your day, choose a theme like sport, dance or animal moves. The teacher can call out a related action and then everyone joins in!

**Why couldn't the bicycle stand up on its own?**

It was 'two tyre-d'!

week 28 Where does our food come from?

Look at the labels on the packaging of several food types. Whereabouts in the world are they from? You can make a display using pins, labels or drawings on a world map.

**Class challenge!**

Quick! Name one food that comes from a plant and one that comes from an animal.

week 29 What's on your shopping list?

Draw a shopping list of healthy foods you would like to buy.

**What did the berry say when he had a problem?**

Help! I'm in a jam!

week 30 Eating out

What are your favourite healthy foods? Write or draw your own menu for a healthy cafe that serves your favourites.

**Which vegetable is always in a hurry?**

The runner bean!

Click 'Sign up' at [Change4Life/schools](https://change4life/schools) to be the first to hear about new resources!

# Our Healthy Year Calendar

## Key Stage 2

change  
4 life

Try one of these fun activities every week to help your class eat well and move more!  
Then click to reveal fun facts, jokes and challenges.

Weekly challenges to build healthier habits.

week 1 : **Our healthy pledge**

Decide as a class on five ways to be healthier this year.

**Which vegetable is always in a hurry?**

The runner bean!

week 2 : **Stretch and flex**

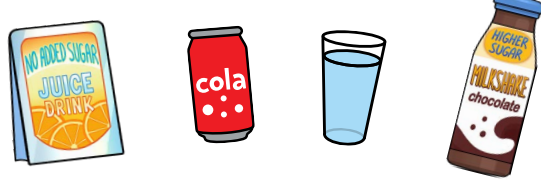
Touch your toes and stretch, stand tall and stretch or lean to the side with your arm over your head. Can you think of other stretches?

**Why are gymnasts the most generous sportspeople?**

Because they always bend over backwards for others.

week 3 : **Sugar smart**

Can you order these drink items from lowest to highest sugar content?



**Let's find out!**

Water (0 cubes), sugar-free juice drink (0 cubes), sugary cola (9 cubes), chocolate milkshake (10 cubes)

week 4 : **Morning movement**

Try making an 'activity zone' to use each morning. Why not do a different activity each day?

**What is harder to catch the faster you run?**

Your breath!

week 5 : **Healthy mind**

Plan a timetable for the week that includes eating well, moving more, taking time out and having fun!



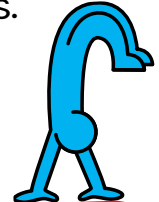
**Class challenge!**

Close your eyes and imagine a place where you feel totally calm and happy. What is the place? Who or what is there?

week 6 : **Great moves**

Make up a dance. You could base it on a theme such as different types of animal or dances from other countries.

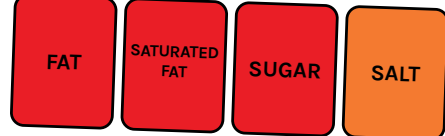
**Why aren't dogs good dancers?**



They have two left feet!

week 7 : **Food labels**

Why does some food have traffic light labels? Do you think this label shows a healthier or less healthy choice?



**What do you call a peanut in a spacesuit?**

An astro-nut!

week 8 : **Game day**

Invent a new game that involves movement! Then teach others how to play.

**What is the national sport of Japan?**

Sumo wrestling

week 9 : **Favourite snacks**

Think about your favourite snacks. Can you choose or eat a different healthier snack for each day of the week?

**Class challenge!**



Quick! Name one food that's sweet, one that's salty, one that's spicy and one that's sour.

week 10 : **What's on the menu?**

Think about what you like to eat. Is there anything new you would like to try?

**Which vegetable am I? You can throw away my outside, cook my inside, then eat my outside and throw away my inside?**

Sweetcorn

week 11 : **Jump to it**

Jump 10 times in one way, then tag your friend who jumps 10 times in a different way. Keep going until the whole class has finished.

**Unscramble the letters to find a sport that needs good jumping skills.**

l b l b s a t e k a

basketball

week 12 : **Rainbow plate**

How many different colours can you see in your lunch? Can you name the different vegetables or fruits on your plate or in your lunchbox?

**What did the leopard say after lunch?**



That hit the spot!

week 13 : **Foodie frenzy**

Choose a healthy food. Can you think of a different type of food that starts with the last letter of the previous word? How long can you go for? e.g. apple - egg - grapes etc.

**Which of these are NOT fruits?**

tomatoes avocados  
cherries carrots

carrots

week 14 : **Healthy recipes**

Search [Change4Life/recipes](#) and choose a recipe that you would like to eat. Start a class recipe book or vote for a healthy recipe of the week.

**Unscramble the letters to find the name of a fruit.**

t s e r a y b r w

strawberry

week 15 : **Get moving**

Build an obstacle course. Time yourself - can you beat your personal best?

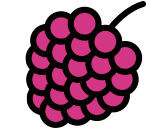
**Marcus is getting active by climbing stairs. He starts on the fourth floor, climbs up five stories, down seven, up six, down three, and up four again. Which floor is he on now?**

The 9<sup>th</sup> floor

week 16 : **Snack attack charades**

Pretend to be your favourite healthy snack, fruit or vegetable without talking. Can your friends guess what you are?

**What did one snowman say to the other?**



Do you smell carrots?

week 17 : **Drink smarter**

Use the Food Scanner app to scan some popular drinks. Can you count how many sugar cubes are in each one?

**Quick! Name two healthier drink choices.**

Good choices are water and lower-fat milk.

Food Scanner app: [NHS.uk/BFS/app](#)

week 18 : **Fantastic fruit bowl**

Your teacher will give you each a name of a fruit and an action to go with it. When your fruit is called, can you race to stand up and do your action?

**Why did the banana go to the doctor?**



Because it wasn't peeling well!

week 19 : **Active travel day**

Can you bike, scooter or walk today? Maybe with an adult outside or on your journey to school?

**You are in a race. You overtake the person in second place. What position do you finish?**

Second! If you overtake the second person and you take their place, you came second.

week 20 : **Drink more water!**

Measure how much you are drinking by having a water bottle to drink from. Can you reach your daily 1.5 - 2 litres?

**Did you know?**



Over 70% of the world's supply of fresh water is in Antarctica.

week 21 : **A balanced diet**

A balanced diet includes fruit and vegetables, carbohydrates, protein and dairy. Can you name two examples from each of these food groups?

**Why should you go to a party with a mushroom?**

Because he's a 'fun-gi'!

week 22 : **Sleep well**

Plan a calming bedtime routine that would help you get a good night's sleep.

**Did you know?**



Giraffes sleep for less than 2 hours a day.

week 23 : **Energisers**

Each day, one person thinks of an energiser activity or routine. Everyone else must follow for five minutes before settling down to work.

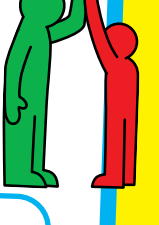
**How do you light up a football stadium?**

With a match

week 24 : **High fives**

In pairs, one person does an action like jumping or touching their toes five times. They then 'air high five' their partner who does it five times. Repeat with different actions.

**What can you serve but never eat?**



A tennis ball!

week 25 : **Food choices**

Think about broccoli and mushrooms. How are they similar? How are they different? Which would you rather be and why?

**I can be brown or white but I'm not bread. I can be sticky but I'm not a glue stick. I originally came from China but I'm not a panda. What am I?**

Rice

week 26 : **Pick a strip**

Write exercises on strips of paper such as 'high knees' or 'star jumps'. Pick a strip and do the activity. How many can you do in 10 minutes?

**What is the only city to have hosted the Olympics three times?**

London

week 27 : **Shake and wake**

Before starting the day, choose a theme like sport, dance or animal moves. The teacher can call out a related action and then everyone joins in!

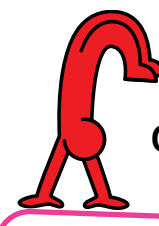
**Why couldn't the bicycle stand up on its own?**

It was 'two tyre-d'.

week 28 : **Sugar swap**

Choose a meal: breakfast, lunch, or dinner. Can you suggest two swaps that mean you are eating less sugar?

**Class challenge!**

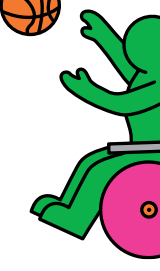


Quick! Name 3 foods that come from a plant and 3 that come from an animal.

week 29 : **Lap it up!**

Do laps of your home or playground before school.

**What is an insect's favourite sport?**



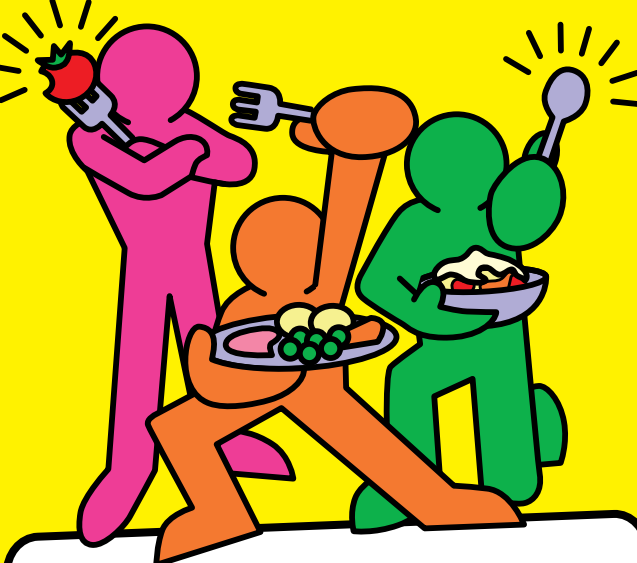
Cricket!

week 30 : **Celebrate!**

Put on some music and have a class dance to celebrate reaching the end!

**Two fathers and two sons sat down to eat eggs for breakfast. They ate exactly three eggs: each person had an egg. How is this possible?**

They are a grandfather, a father and a son.



Click 'Sign up' at [Change4Life/schools](#) to be the first to hear about new resources!

# Our Healthy Year

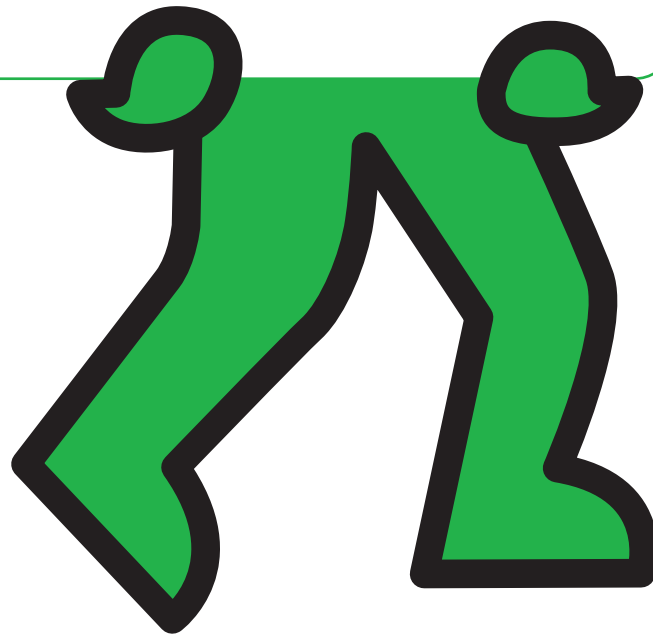
Year 6 teacher toolkit



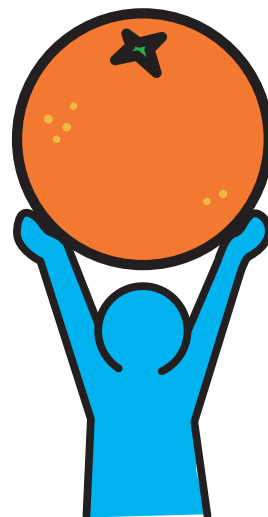
Building healthy habits in Year 6 pupils during the school year in which they are weighed and measured

# Benefits for schools

- ✓ Simple ideas for building healthy activity into everyday class routines.
- ✓ Flexible, curriculum-linked activity ideas.
- ✓ Ideas and activities can be adapted for a range of abilities and settings.
- ✓ Helps schools meet statutory duties to promote children's health and wellbeing, and help them understand how to keep themselves healthy (Ofsted School inspection handbook, personal development, behaviour and welfare).



# Our Healthy Year



## Introduction

These days modern life can mean that we are a lot less active.

It is imperative that children learn from an early age about the importance of healthy eating and active lifestyles so that they can carry this knowledge with them throughout their lives.

Most Year 6 children are weighed and measured through the National Child Measurement Programme (NCMP). Our Healthy Year will help you to make the NCMP part of a whole year of fun, healthy curriculum-linked activity and, in doing so, support parents who are looking for ideas to help live healthier lives.

### Childhood obesity

- Over one third of Year 6 children are overweight or obese.
- Overweight or obese children are more likely to become overweight adults and more at risk of health issues such as type 2 diabetes, some cancers and heart disease.

Year 6 provides an excellent opportunity to reinforce healthy habits because:

- pupils are preparing to go to into secondary school where they will have more independence
- it is the busiest and often the most stressful time of the pupils' primary school life with preparation for SATs, school productions and responsibility within the school
- it coincides with the onset of puberty for many pupils
- in Year 6, parents receive feedback about their child's weight through the NCMP and may be looking for support in this area
- a healthy diet and physical activity has a direct link to well-being.

We hope you and your class enjoy using these resources to reinforce healthy habits in Year 6.

Find out how to get started and plan your healthy year on page 4.

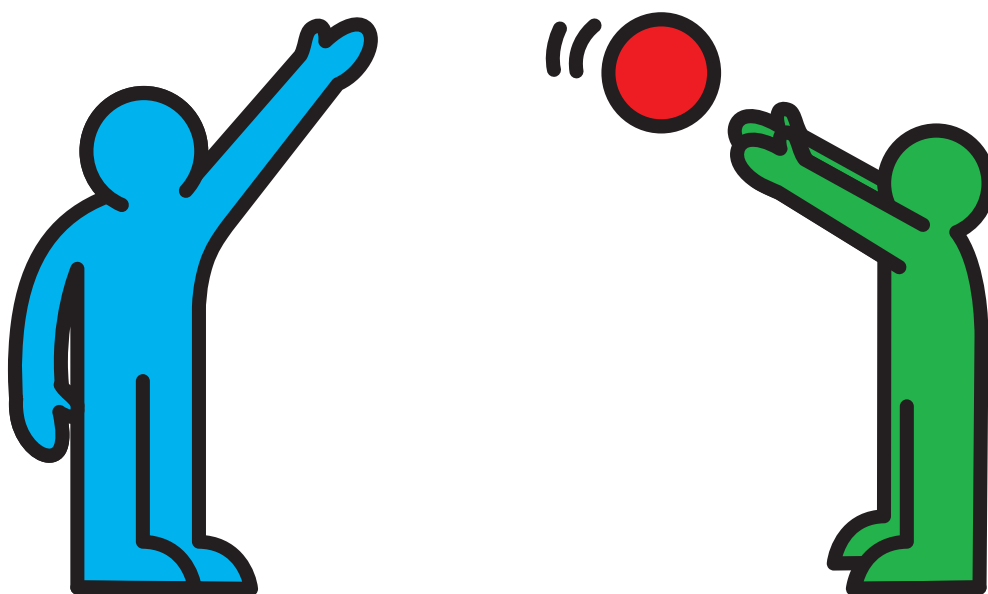
To find out more search NCMP on [www.gov.uk](http://www.gov.uk)

# Getting started

The list below provides an overview of the toolkit so you can see at a glance the range of ideas for embedding Our Healthy Year.

You can run Our Healthy Year activity over a whole year, or over a shorter period – a term, a month or even a week. However, the longer you can keep it going the better because embedding ideas over time will be the key to changing behaviours.

- Decide how to introduce **Our Healthy Year to pupils** (page 6).
- Choose your **Our Healthy Year activities** (page 7–13). You may wish to choose a topic each month.
- **Find out when your class will be measured.** Your school nurse will advise on timescales and the process in your area. They may also provide resources to explain the NCMP to children and parents before the measurement takes place, or offer follow-up advice and support (face to face or via a feedback letter to parents).
- Decide how to **get parents involved** – they are integral to making Our Healthy Year a success (page 14).
- Think about how to **celebrate your healthy year** (back cover).





## Additional online resources

This toolkit includes a range of activity ideas (pages 7–13). Some of the activities require supporting **printed and online resources** which are **referenced in the activities in red**. To download online resources and order stickers search **Change4Life/schools**.

Here is a full list of the Our Healthy Year resources for Year 6 teachers:

### Classroom activity sheets:

- Nutrition information panel cards
- Feed a family pupil challenge
- Feed a family cards
- Sugar ranking cards
- Healthy minds timetable

### Presentations:

- Our Healthy Year presentation
- Food labels presentation

### Ideas for teachers:

- Inspiration for the whole school
- Nutrition information sheet for teachers

### Take-home resources:

- Introduction to Our Healthy Year for parents template letter
- Our Healthy Year challenges:
  - Challenge sheets
  - Passport

### Celebration certificate

### Our classroom charter poster

## Reception resources

Our Healthy Year resources are also available for Reception pupils, who are settling into primary school and establishing new habits, and will also be measured as part of the NCMP.

# Introduce Our Healthy Year to pupils

We have set out some ideas for how to introduce Our Healthy Year to your pupils, and make sure that they have a good understanding of what a healthy lifestyle means. This will provide a solid foundation for all the other activities in this toolkit.

## Introductory presentation

- Use the editable 'Our Healthy Year presentation' to describe healthy lifestyles to your pupils and tell them about Our Healthy Year.
- Introduce the 'Our Healthy Year challenges' (download **Take-home resources**) if you would like pupils to put their learning into practice at home (page 15).

## Our Healthy Year pledges

- Use the **Our classroom charter poster** to record five ways that the class is going to try to be healthier this year. You could display the poster in the classroom and check in regularly to see how pupils are doing.





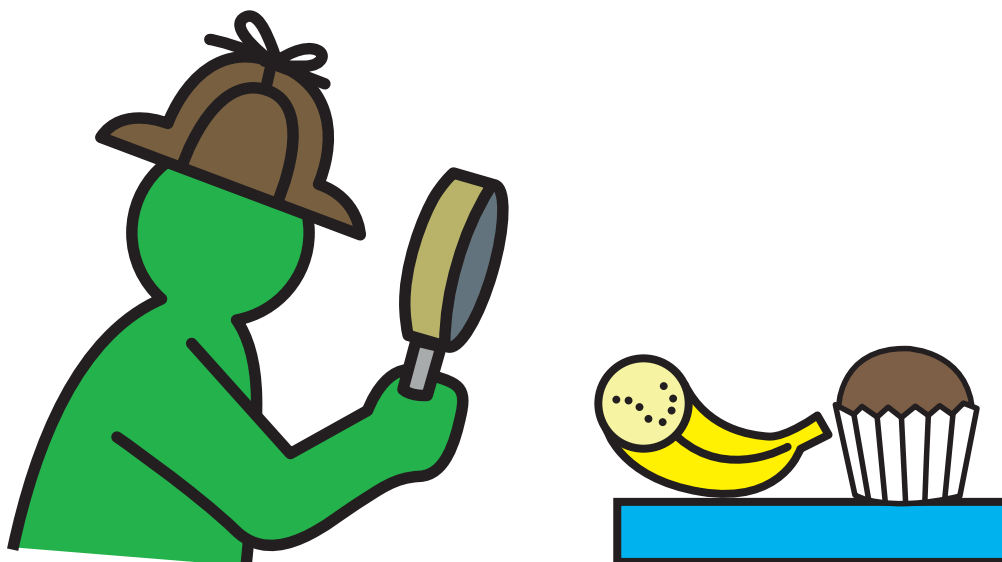
## Curriculum-linked activity ideas

Spreading Our Healthy Year activities throughout the year and the curriculum will really help your pupils to establish healthy habits.

Choose from the following activities to build your own healthy year's worth of activity:

- You'll find curriculum-linked activities on pages 7–13.
- Take a look at 'Inspiration for the whole school' (download **Ideas for teachers**) and think about using some of the whole-school activities suggested on the final page.

Search [Change4Life/schools](https://www.change4life/schools) to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Know your nutrients

**Activity summary:** Pupils play a game with partners to help them read the nutrition information on food and explore the nutritional value of different types of food.

**Topic:** Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Intended Outcome:** To understand how to read the nutrition information on food packs and how this can impact on your dietary choices.

**Preparation:** You may find it useful to read the 'Nutrition information sheet for teachers' (download [Ideas for teachers](#)).

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Do pupils ever look at the labels on food? Why / why not?
- Run through the 'Food labels presentation' (download [Presentations](#)).

### Activity 1

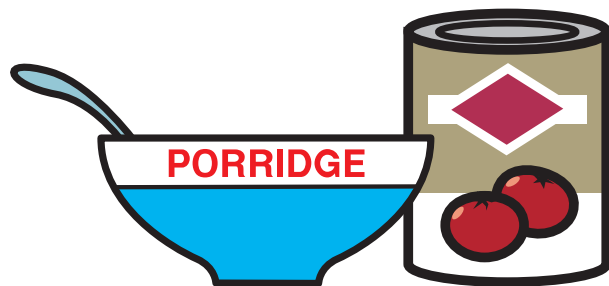
- Download the [Classroom activity sheets](#) and give pupils the 'Nutrition information panel cards' and ask them to cut out the 27 cards.
- Ask pupils to play a game with a partner in the style of a Top Trumps game:
  - Player 1 chooses a category (either fat, sugar or salt), and reads out the value on the card on the top of their pack.
  - Player 2 reads out the equivalent value on the card on the top of their pack.
  - Whoever has the lowest value wins the card and chooses the next category.
  - The pupil with the most cards after five minutes wins the game.

Before playing, make sure that pupils understand that:

- although in this game the winning cards have lower salt, sugar and fat values, some fats are needed in the body and it is saturated fats that should be limited more carefully
- even if a food is low in one of the categories, it may be high in some of the others, and therefore not a healthy choice – for example, cake may be low in salt, but is high in fat and sugar
- although the information is given per 100g, we often eat more or less than this amount depending on what the food is, but it is helpful for comparing.

## Activity 2

- Download the **Classroom activity sheets** and hand out the six anonymous ‘Nutrition information panel cards’ from the set provided (note that they are numbered).
- Ask pupils to compare and contrast the food labels. Draw attention to the differences in levels of salt, sugar etc. and ask them to work out which one is the healthier food and why.
- Some foods contain added sugar which we want to eat less of. There are some foods, e.g. fruit, which can also be high in sugar. This isn’t added sugar, so fruit is still good for you although remember to keep fruit juice and dried fruit to mealtimes.
- Reveal to pupils the food from which the labels have been taken by handing out the six picture cards and asking them to try to match up the foods to the labels.
- Reveal the answers and discuss what the surprising numbers are. The answers are:
  1. Cheese and tomato pizza
  2. Fish fingers
  3. Chocolate cake with filling and icing
  4. Can of tomato soup
  5. Banana
  6. Porridge



## Activity 3

- Discuss with pupils:
  - What have they found out?
  - What has surprised them?
  - Will this information affect their choices in future?

## Extension

- Now that pupils have looked at typical values per 100g, provide or encourage pupils to bring in some real food labels to investigate the sugar and salt levels in individual items such as a single biscuit.

Search **Change4Life/schools** to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Feed a family

**Activity summary:** Pupils get into groups and create a healthy meal plan for a family, working to a set budget.

**Topic:** Maths (Number – addition, subtraction, multiplication)  
Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

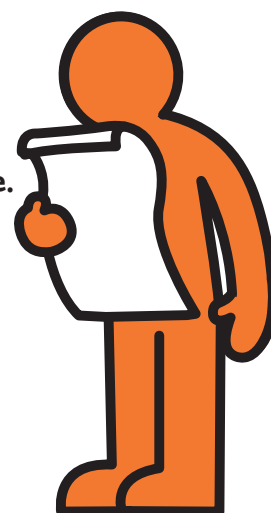
**Intended Outcome:** To budget, plan and present a menu to feed a family of four, taking into account health and budget.

This task can be as small and contained or as large as you wish, depending on time available.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Run through the 'Food labels presentation' (download [Presentations](#)).
- Divide the class up into groups of three or four.
- Download the [Classroom activity sheets](#) and hand out the 'Feed a family cards' and the 'Feed a family pupil challenge'.
- Run through their task – to feed the whole family the healthiest food possible for the least amount of money. They must plan all the family's meals for a weekend on a budget of £20. They can use up all the budget but they can't go a penny over it.



## Main activity

- Ask pupils to search **Change4Life** and choose from healthy recipes online.
- They can use a supermarket website to find out the price of their ingredients.
- For each meal, they should record:
  - ingredients
  - cost
  - breakdown of the nutritional content per serving.
- They may find the Eatwell Guide at **Change4Life/schools** a useful reference (make sure that pupils understand that you don't need to achieve this balance with every meal but try to get the balance right over a day or even a week).
- Once pupils have created their meal plans, return to the information on reference intakes (RIs) in the 'Food labels presentation'. How does their meal plan compare?
- Make sure that pupils understand that the reference intakes are based on the needs of an average adult woman, and that actual nutrition requirements will vary according to age, sex, metabolism and levels of physical activity, among other things.

## Differentiation

- To make the activity more challenging, ask pupils to find or create their own recipes, and check their nutritional content using the Explore food – Nutritional analysis tool for schools: [explorefood.foodafactoflife.org.uk](https://explorefood.foodafactoflife.org.uk)

## Extension

1. Ask pupils to imagine that two family members are vegetarian and another has a nut allergy. What would they need to change in their planning to take this into account? Do these changes impact on their budget? How?
2. Pupils could cook or prepare a healthy recipe from the **Change4Life** website.

Search **Change4Life/schools** to find the Our Healthy Year supporting resources referred to in the curriculum-linked activities in this toolkit.



## Be sugar smart

**Activity summary:** Pupils are challenged to rank food and drinks according to which they think are the most and least healthy.

**Topic:** Science (Working scientifically)

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

**Intended Outcome:** To understand that too much sugar is detrimental to health and to represent findings in a series of graphs and tables.

Search [Change4Life/schools](https://www.change4life/schools) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- Organise pupils into groups of three.
- Present each group with the 'Sugar ranking cards' from the **Classroom activity sheets**.
- Ask pupils to rank them from most to least sugary.
- They should record these rankings.
- Did pupils get the ranking correct? Does anything surprise them?

### Main activity

- Complete the Drink Rethink activity from the Food Detectives KS2 toolkit: Search [Change4Life/schools/healthyeating](https://www.change4life/schools/healthyeating).
- Complete 'Lola's sugar swap week' from the **Classroom activity sheets**, by estimating how much sugar Lola can cut out by switching sugary drinks for water.



## Eat well and move more for a healthy mind

**Activity summary:** Pupils build eating well and moving more into a class timetable for a busy week, for example SATs week, to help improve their wellbeing.

**Topic:** SMSC (Enjoy learning about oneself)  
Science (Animals, including humans)  
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

**Intended Outcome:** To understand that the way we treat our bodies, especially during times of stress, can have both positive and negative impacts on how we feel.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

### Introduction

- What does the word 'relaxed' mean?
  - Does it just refer to the body?
  - How can it refer to the mind?
- What does it mean to become stressed?
  - What sorts of things make people stressed?
  - What changes in your body/feelings when you are stressed?
  - How does this affect your life?
- How do people counteract these feelings?
  - Eat well
  - Move more
  - Take time out
  - Have fun
  - Do something different
  - Sleep well
- What ideas do you have for how to be more relaxed at school?

### Main activity

- Present the class with a 'Healthy minds timetable' from the [Classroom activity sheets](#).
- Inform the class that they need to build eating well and moving more into the week – it's completely up to them what they do. The caveat is that these activities need to be appropriate to the school day.
- The class will then be asked to choose a winning timetable which will then be followed for the chosen week.



# Engaging parents

The importance of delivering the healthy eating and activity message goes beyond the classroom so it's vital to get parents involved as they are the ones who make most of the food and activity choices for children at this age. It is through this that you will make most difference to your pupils' health.

## Introducing parents to Our Healthy Year

If you can, let parents know that pupils will be taking part in a year (or other period) of healthy activity. Tell them about what you'll be doing in class and how they can get involved, for example through taking part in the 'Our Healthy Year challenges' (see page 15).

You can adapt and use the 'Introduction to Our Healthy Year for parents template letter' (download [Take-home resources](#)), in several ways:

- by putting a letter in book bags
- through parent talks on puberty or sex education
- through ParentMail or through the school newsletter or website.

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this activity.

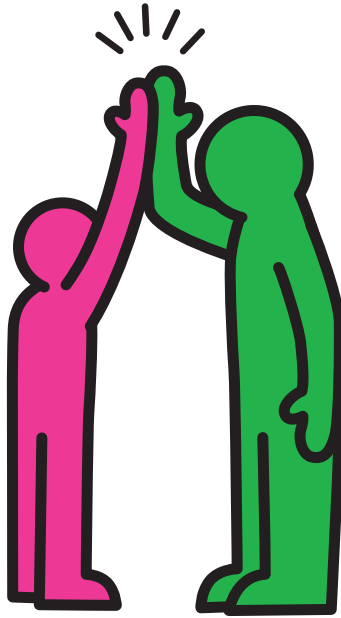
## Other ways to engage parents

### Eating well

Ask parents to search [Change4Life/recipes](#) and choose their favourite healthy recipe. You could start a class recipe book or put them on the school website, and choose a healthy recipe of the week. You could arrange for parents to visit your classroom as cooking lesson helpers or leaders.

### Moving more

Invite parents to come along to a PE class to learn some new games and activities for the weekends or holidays.



## Our Healthy Year challenges

Challenge your pupils to put their learning into practice at home and school with the ten flexible 'Our Healthy Year challenges' (download [Take-home resources](#)).

### 1. Choose which challenges to set

Ideally, choose a challenge for each month, spreading them out over the whole year. This will help healthy eating and moving more to become really embedded in children's lives.

Alternatively, choose a challenge for each week spread over a shorter period, e.g. a term. The challenges can be completed in any order.

### 2. Send the challenges home

Print the 'Our Healthy Year challenges' (download [Take-home resources](#)) and put them into book bags.

Alternatively you could email the challenge to parents, or include it in an existing school or class newsletter.

### 3. Pupils record their activity

'Passports' (download [Take-home resources](#)) could be stuck in Reading Record books, or into a special exercise book, where the children can write descriptions of their healthy activity.

### 4. Celebrate!

Celebrate pupils' achievements when all the challenges are complete with a [Celebration certificate](#) or parents' assembly (back cover).

Search [Change4Life/schools](#) to find the Our Healthy Year supporting resources referred to in this toolkit.

# Celebration time



At the end of your healthy year, term, month or week, you could:

- download and give children a **Celebration certificate** to recognise their learning and achievement
- hold a special parents' assembly where children showcase what they've learned about eating well and moving more, and certificates are presented – the assembly could finish with a parent and child activity, e.g. a mass 10 Minute Shake Up in the playground, a lap of the playground or a fun circuits activity
- help your pupils to design a presentation to give to other classes in the school, detailing what they have done
- send out a special newsletter, celebrating the children's achievements
- have a Healthy Class Cup presented to the class with the most completed passports, or an award for the individual with the best passport
- create a healthy pledge wall for pupils and parents to pledge what they will do next to continue being healthy the next year
- search **Change4Life** for holiday ideas.

## More information

### Useful Change4Life school links

- You'll find more teaching resources on healthy eating and physical activity on the Change4Life School Zone. Search **Change4Life/schools**
- We would love to hear from you. Please send your comments and photos to [partnerships@phe.gov.uk](mailto:partnerships@phe.gov.uk)

### Other useful resources

- Find out more about the National Child Measurement Programme at [www.gov.uk](http://www.gov.uk)
- The British Nutrition Foundation has more information on the importance of healthy eating at [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)
- The Children's Food Trust helps children eat better and do better, by working with schools, local authorities and other partners. Visit [www.childrensfoodtrust.org.uk](http://www.childrensfoodtrust.org.uk)
- Explore how a whole-school approach leads to great school food with the School Food Plan at [whatworkswell.schoolfoodplan.com](http://whatworkswell.schoolfoodplan.com)
- Learn more about promoting school meals with National School Meals Week at [www.nsmw.org.uk](http://www.nsmw.org.uk)
- The Youth Sport Trust is passionate about changing young people's lives through PE and sport. Visit [www.youthsporttrust.org](http://www.youthsporttrust.org)
- The British Heart Foundation has a range of school resources covering everything, from learning to read to PE, science and PSHE. Find out more here [www.bhf.org.uk](http://www.bhf.org.uk)
- Interested in encouraging your pupils to walk to school? Living Streets has lots of hints, tips and suggestions at [www.livingstreets.org.uk](http://www.livingstreets.org.uk)
- Get your pupils ready to cycle safely with Bikeability at [www.bikeability.org.uk](http://www.bikeability.org.uk)
- The Modeshift STARS accreditation scheme recognises schools that encourage children to walk and cycle to school. Register your school at [www.modeshiftstars.org](http://www.modeshiftstars.org)
- The School Games is a great opportunity to motivate young people to enjoy the benefits of playing competitive sport. Visit [www.yourschoolgames.com](http://www.yourschoolgames.com)



# Change4Life Resources

This handout outlines the resources currently available to you as a Change4Life Local Supporter.

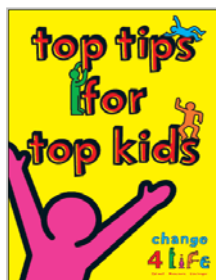
We recommend that anyone involved in supporting Change4Life at a local level should register as a Local Supporter – this includes all health care professionals. Registered supporters will receive regular Local Supporter Newsletters by email, with information about the launch of our toolkits and the latest news on the campaign.

You can register as a Local Supporter at [www.nhs.uk/Change4Life/Pages/Partners.aspx](http://www.nhs.uk/Change4Life/Pages/Partners.aspx)

## CHANGE4LIFE SUPPORT MATERIALS

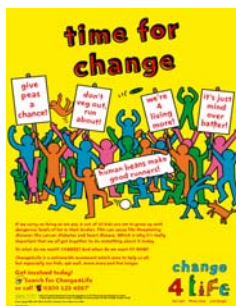
Change4Life support materials are free and can be ordered online from the Department of Health Orderline (you will need to register as an Orderline customer). You can link to the Orderline via our Change4Life pages on the DH website at: [www.dh.gov.uk/change4life](http://www.dh.gov.uk/change4life) (click on the top right hand box).

All of the materials except the stickers can also be downloaded from the website (click on the Downloads box). Here's a list of what's available:



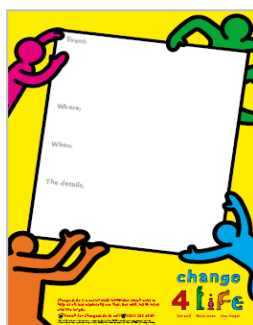
The **'top tips for top kids' leaflet** offers eight tips that correspond to the eight behaviours we want at-risk families to change. They range from tips on how to reduce sugar and fat in kids' diets to fun and free ways to increase physical exercise.

You can give this leaflet out to the public in GP surgeries, clinics, pharmacies, clubs, gyms etc and use it chat to families about Change4Life, telling them you support the campaign and signposting them to the website or helpline to get involved.



The **double-sided posters** are a great way to raise awareness to the campaign and provide details of where to find out more.

If you have access to a notice board (or spare bit of wall) why not put one or two up?



The **event poster** and two types of **stickers** are useful if you already run healthy living activities. The poster has Change4Life branding but also a space for you to advertise your own event, club or meeting.

Use the window stickers to show you support Change4Life and stick the smaller ones on to existing healthy living flyers or leaflets to show alignment to the campaign.





The **kids' activity and colouring sheets** are aimed at keeping young children occupied in surgeries, clinics and clubs. They come with small crayons and are a good way to get young families talking about healthy food choices.



**5 A DAY leaflets and pocket cards** are included as part of the Change4Life support materials. Change4Life is aligned with and supports existing healthy living activity and 5 A DAY forms an important part of the eight behaviours we are promoting. You can use these along with the 'top tips' leaflet to give families ideas about what constitutes 5 A DAY and what a portion is.

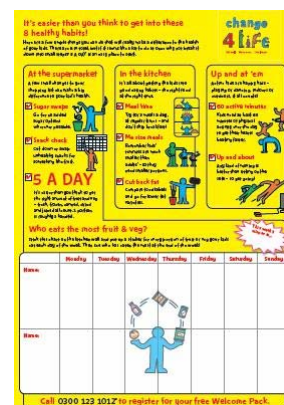


**'Help Stop Childhood Obesity'** is a guide aimed at health care professionals. It describes why we need Change4Life and what it is trying to achieve, focusing on the evidence and research behind it.



The **8 easy ways to change4life poster** is a great way to display the 8 behaviours we want families to change.

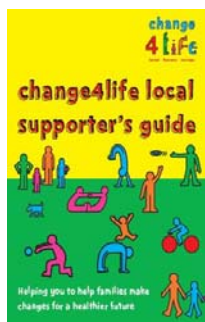
The **5 A Day wall chart** can be given out to families in local events, surgeries and clubs. It has stickers attached and is an easy way to get families to keep an eye on how much fruit and veg they eat. It also lists the 8 behaviours and shows the web address and telephone number for further information.



## CHANGE4LIFE TOOLKITS

We are developing a number of toolkits to help Local Supporters to engage the public and change behaviour around healthy eating and increasing physical exercise. Once launched the toolkits are available to download from [www.nhs.uk/Change4Life/Pages/Partners.aspx](http://www.nhs.uk/Change4Life/Pages/Partners.aspx) - click on 'Tools'. Some toolkits can be ordered by calling 0300 123 3434. So far, we have launched five toolkits: the Change4Life Local Supporter Toolkit, the Breakfast4Life Toolkit, the Swim4Life Toolkit, the Walk4Life Toolkit and the Bike4Life Toolkit. Here's an indication of what's in each:

### Change4Life Local Supporter Toolkit

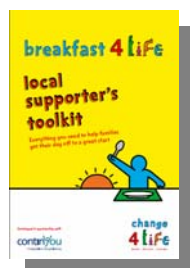


The **Change4Life Local Supporter Toolkit** includes a guide on what you can do to support the campaign, how to talk to families and detailed information on the eight behaviours. It comes with 'eight behaviours' posters, awareness and event posters, stickers and supporters leaflets to hand out to colleagues and your local contacts. It's a great starter pack for supporters and is available as a printed pack or can be downloaded.

Use this toolkit to help set up informal events in your area to introduce Change4Life to families.



### Breakfast4Life Toolkit

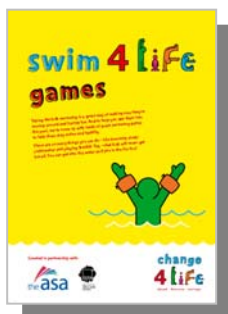


The **Breakfast4Life Toolkit** is full of tips, information and activities for families on how to have a healthy breakfast. It includes a guide, activity sheets, posters and tips leaflet on what constitutes a healthy breakfast and how you can help everyone eat one.

Continuity, one of the UK's leading community learning organisations, helped us develop this toolkit which will promote the 'meal time', '5 A DAY' 'snack check' and 'sugar swaps' behaviours. It's available as a printed pack or can be downloaded.



## Swim4Life Toolkit



The aim of **Swim4Life** is to try to get every child to learn to swim and enjoy swimming. Included in this toolkit are: a Local Supporter guide to Swim4Life, top tips to help get families swimming (for Local Supporters and pool providers), games to play in the pool and also an inspirational film about the joys of swimming and demonstrations of swimming games.

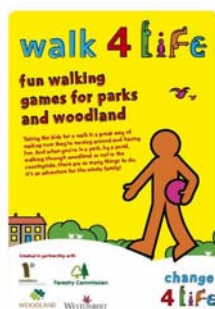
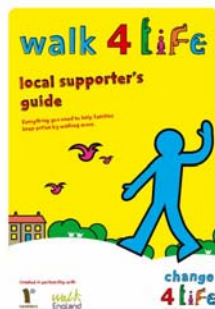
We have worked closely with the Amateur Swimming Association to develop these materials and with The Department of Culture, Media and Sport. Over 200 local councils in England are providing free swimming to those aged 16 and under. To find out where you can swim for free visit: [www.culture.gov.uk](http://www.culture.gov.uk).

Swimming promotes the 'up and about' and '60 active minutes' behaviours.

A DVD with the film and demonstrations is available on request from [c4lpartnerships@dh.gsi.gov.uk](mailto:c4lpartnerships@dh.gsi.gov.uk)



## Walk4Life Toolkit

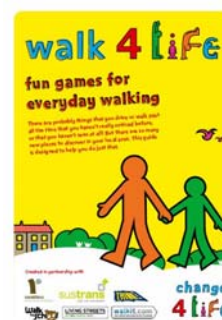


Walking is a great way to improve the general health of the whole family. It's a feel-good exercise that's also good for the environment and completely free. **Walk4Life Toolkit** has everything you need to help families keep active. The toolkit includes a Local Supporter's guide to Walk4Life, tips and fun games for every day walks, fun walking games for parks and woodland walks and a Walk4Life poster to advertise any group walks you might organise in your area. It helps with questions and barriers people have about walking, and offers advice for staying safe while walking.

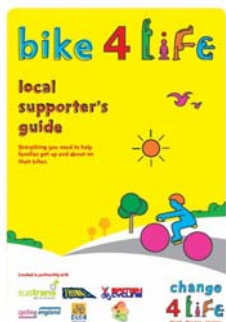
The toolkit has been developed with the help of a number of partners including The Ramblers Association, Walk England and Living Streets.

Walking promotes the 'up and about' and '60 active minutes' behaviours.

The toolkit can be downloaded from [www.nhs.uk/Change4Life/Pages/Partners.aspx](http://www.nhs.uk/Change4Life/Pages/Partners.aspx)  
There are also some animated walking hints online here: [www.nhs.uk/change4life/Pages/Walk.aspx](http://www.nhs.uk/change4life/Pages/Walk.aspx)



## Bike4Life Toolkit



The **Bike4Life Toolkit** contains ideas to get families out on their bikes together. We want to tell all parents and carers that cycling is a great way to exercise with their children and remind them how much fun it can be.

Cycling promotes the 'up and about' and '60 active minutes' behaviours and it can give everyone a good workout without putting stress on joints.

The toolkit includes a guide, fun ideas, tips on safety and on how to look after your bike, how to deal with the things that prevent families from cycling and a Bike4Life poster with space to advertise cycling activity in your area.

The toolkit has been developed with the help of a number of partners including British Cycling, Sustrans and Think!

The toolkit can be downloaded from [www.nhs.uk/Change4Life/Pages/Partners.aspx](http://www.nhs.uk/Change4Life/Pages/Partners.aspx)



## CHANGE4LIFE BRAND GUIDELINES AND ASSETS

If you run activities that encourage people to make healthier food choices and do more physical activity, you can add our logo to your materials and use our font, characters and images to create your own Change4Life support materials. We have developed brand guidelines and a range of brand assets to help you do this.

The brand assets include the Change4Life logo, the sub-brand logos (such as Walk4Life), the Change4Life characters, our font, character alphabets and images. We ask all Local Supporters keen to align with Change4Life, who want to use the assets, to read the brand guidelines beforehand to understand the campaign principles.

The guidelines - **Principles and Guidelines for Government and the NHS** - can be downloaded from [www.nhs.uk/Change4Life/Pages/PartnerTools.aspx](http://www.nhs.uk/Change4Life/Pages/PartnerTools.aspx) from the Reference Materials section. We have recently added two new reference documents to this section of the website that you might also find useful: '**Language Guidelines for Change4Life**' and '**8 Lifestyle Changes**'.

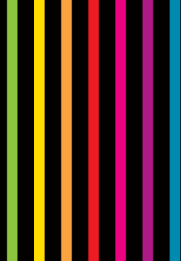
We have placed the brand assets on a secure page on the Change4Life website. To gain access to them you need to follow these steps:

**Step 1:** Register as a Local Supporter online: [www.nhs.uk/Change4Life/Pages/Partners.aspx](http://www.nhs.uk/Change4Life/Pages/Partners.aspx)

**Step 2:** Receive a welcome email from Change4Life containing a link to the brand assets in their protected location on the NHS website.

Once registered, you will also receive regular Change4Life Local Supporter Newsletters by email and be the first to know about tools for you to use to talk to families and to hear the latest news about Change4Life. **We have recently improved the registration process. If you have registered but not received any emails from Change4Life, you may need to register again using the new process.**

Thanks for your continued support.



# MARKETING EXCELLENCE 2

## Change4Life

Tackling a major public health  
issue by creating a new brand



MARKETING  
SOCIETY

**AWARDS FOR  
EXCELLENCE**

in association with  
**Marketing**

# About The Marketing Society



## **INSPIRING BOLDER MARKETING LEADERSHIP**

The Marketing Society is a not-for-profit organisation owned by its members, with over 2500 senior marketers. Over the past 50 years it has emerged as one of the most influential drivers of marketing in the UK business community.

The Society challenges its members to think differently and to be bolder marketing leaders by supporting the development of leading-edge thinking, and promoting the evidence of effective marketing. The Society does this through the Marketing Society Awards for Excellence; its publications Market Leader, Our Week and rich online Knowledge Zone; a national programme of world-class events; innovative professional development, such as the annual Marketing Leaders Programme; and extensive on-and-offline networking opportunities.

[www.marketing-society.org.uk](http://www.marketing-society.org.uk)

# Foreword

By Roisin Donnelly,  
President of The Marketing Society

## What is marketing excellence?



Roisin Donnelly  
President of  
The Marketing Society  
Corporate Marketing  
Director and Head of  
Marketing at Procter &  
Gamble UK and Ireland

Marketing excellence can drive breakthrough business results for the short and long term. Marketing excellence requires great strategic thinking, great creative thinking and perfect execution.

But how do we assess *marketing* excellence? First we choose brilliant industry judges who are all experienced and successful practitioners of excellence and we ask them to pick out the cases which they see as remarkable. We ask them to look for two key qualities from our winners: creativity and effectiveness.

But marketing continuously changes and evolves, as consumers become more sophisticated and demanding and the media for communicating with them ever more diverse. So the standards for marketing excellence change and in turn become more demanding.

We believe that The Marketing Society Awards for Excellence in association with *Marketing* set the standard of marketing excellence in the UK. They have established this reputation over a period of

more than 25 years, and they have always been based on the principle of searching out the best examples of different marketing techniques in action, that showcase great strategic thinking, great creativity and perfect execution.

In order to be a winner of one of the Society's Awards, marketers have to demonstrate that what they have done is outstanding in comparison with marketing in all industries not just their own particular sector.

If a marketing story has been good enough to impress our judges, then all marketers can learn from it – however senior they have become. The collection of case histories brought together in this book is the best of the best from the past four years of our Awards, and I am confident that it truly demonstrates *marketing excellence*. I have been truly inspired by these case studies and I hope you will be too.

# Change4Life

## Tackling a major public health issue by creating a new brand

### Snapshot

The Change4Life brand was developed to target childhood obesity and promote a healthier lifestyle and has already made a measurable difference in attitudes and actions.

### Key insights

- The Department of Health (DoH) marketing team realised that getting mothers to change the way they raised and nourished their young children would require an enticing carrot rather than a preachy stick.
- The resulting integrated campaign from M&C Saatchi created a new and colourful brand, Change4Life, and a number of flexible sub-brands which local and national partners could use and adapt.
- New products and services were developed to motivate families to change behaviours, while the most at-risk were enrolled in a customer relationship management programme to offer additional support.

### Summary

On current trends 90% of adults will be overweight or obese by 2050, putting them at significantly greater

risk of ill health and dying early. In response to this, the DoH embarked on an anti-obesity movement. The scale of the task was huge and the DoH did not believe that a traditional government information campaign would achieve this.

Instead, marketing resources were used to inspire and brand a societal movement, Change4Life, in which everyone who could help, including community leaders, teachers, health professionals, charities, leisure centres, retailers and food manufacturers, could play a part. The three-year marketing campaign, which began in January 2009, aims to prevent childhood obesity by helping change the diets and physical activity patterns of children who are at risk of becoming obese.

The campaign goal was for 200,000 families to join this movement in the first twelve months. By the end of the first year well over 413,000 had joined Change4Life.

## A ticking time bomb

The rise in childhood obesity is one of the greatest health challenges facing society. Already, 30% of children and 60% of adults are overweight or obese. If the trend is allowed to continue, by 2050 only one in ten of the adult population will be a healthy weight.

Obesity is not a cosmetic issue. Becoming overweight or obese increases an individual's likelihood of developing (among others) cancer, type 2 diabetes and heart disease, leading to reduced quality of life and, in some cases, lives cut short. The cost to society of obesity-related illness is forecast to reach £50 billion per annum by 2050 at today's prices. Childhood obesity is particularly worrying, since there is a 'conveyor belt effect' whereby the majority of obese children grow up to be obese adults.

Change4Life was set up to combat this (Figure 1). It involved a complex array of issues:

- Creating a segmentation to allow resources to be targeted to those families who most need help.
- Providing insight into why those families behaved as they did.
- Creating a new brand identity.
- Providing 'products' (handbooks, questionnaires, wall charts, snack swappers) that families could use to change their behaviours.
- Signposting them to services (such as dance classes, accompanied walks and free swimming) and bringing together a coalition of local, non-governmental and commercial sector organisations to help families change their behaviours.

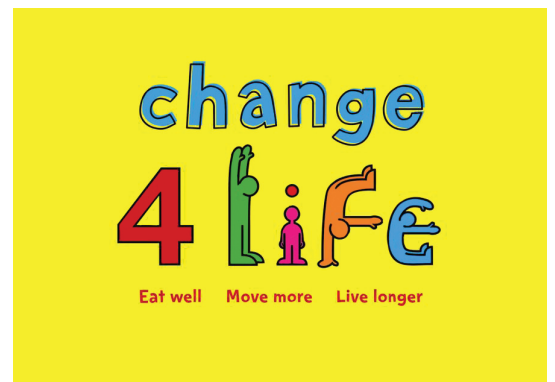


Figure 1. The new brand

What the department realised was that preventing childhood obesity required fundamental changes to the way families raised and nourished their children: the food they bought, how they prepared it, when and how much they ate, how they travelled and how they spent their leisure time. Expert opinion was that to achieve and maintain a healthy weight, children needed to:

- Reduce their intake of fat, particularly saturated fat (marketed as 'Cut Back Fat').
- Reduce their intake of added sugar ('Sugar Swaps').
- Eat smaller portion sizes ('Me-Size Meals').
- Eat at least five portions of fruit and vegetables per day ('5 A Day').
- Have three regular mealtimes each day ('Meal Time').
- Reduce the number of snacks they eat ('Snack Check').
- Do at least 60 minutes of moderate intensity activity during each day ('60 Active Minutes').
- Reduce time spent in sedentary activity ('Up and About').

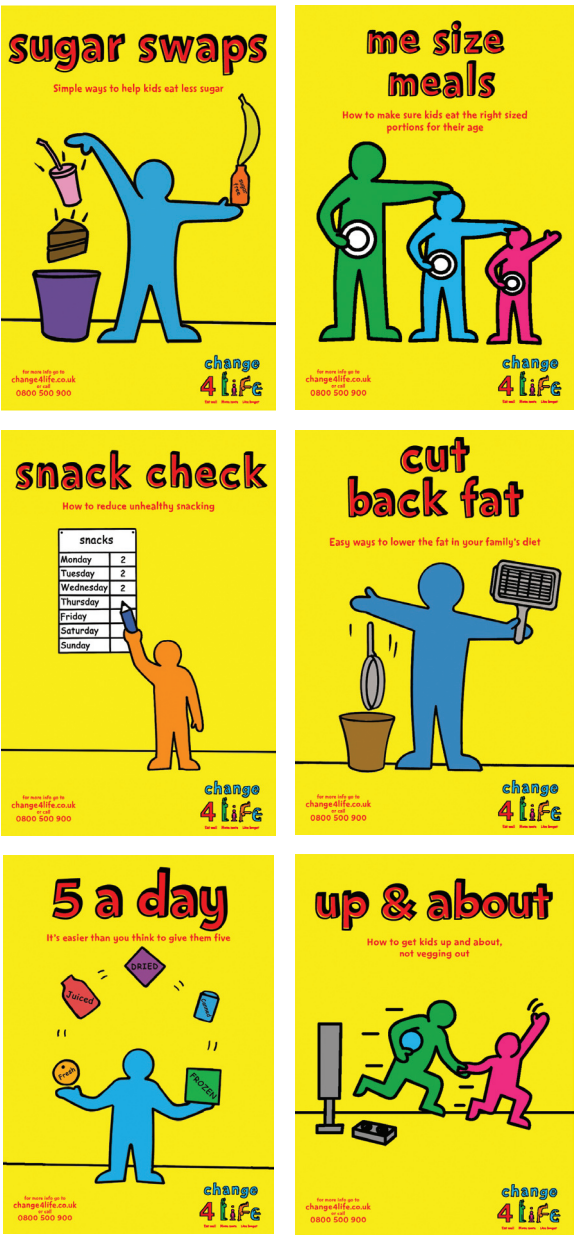
(Figures 2a through 2h)

Before the launch of Change4Life, only 16% of mothers claimed that their children exhibited all of these behaviours.

### Designing an effective campaign

In its first year, Change4life focused on families with children aged 5-11, especially those (identified via quantitative segmentation) whose self-reported attitudes and behaviours suggested that their children were at increased risk of becoming obese.

While 93% of these families saw childhood obesity as a problem for society, only 5% recognised that



Figures 2a - h. Change4Life sub-brands

their own children were at risk. Parents viewed weight as a cosmetic rather than a health issue and seldom welcomed government advice on how to raise their children.

Change4Life supported the government's public service agreement (PSA) target to reduce the proportion of obese children to 2000 levels by 2020. Modelling indicated that, in order to meet the target, 200,000 families would be needed to commit to changing their behaviours through Change4Life by the end of the first year — of whom at least 33,333 families had to stay in the programme for at least six months.



Figure 3. Bus stop poster

Other published targets for the first year of activity were set, including reach, awareness, response, sign-ups and continued interaction with the programme.

For families to trial and sustain changes to their lifestyles, they needed powerful motivation, coupled with access to services and support. A traditional government information campaign wouldn't be able to do this. Instead, marketing resources were used to inspire a societal movement, through which everyone who could help, including community leaders, teachers, health professionals, charities, leisure centres, retailers and food manufacturers, could play their part in bringing about change.

### Birth of a new brand

A new brand, Change4Life, was created by M&C Saatchi (along with a suite of sub-brands, such as Walk4Life, Cook4Life and Play4Life). Change4Life launched to the public in January 2009 with an integrated communications campaign, comprising national advertising and public relations (PR), bus stop posters (Figure 3), supported by a website (including a locally-searchable directory of services) and a helpline.

The Change4Life brand and its sub-brands were made available to local and national partners, so that they could market their own products and services (such as accompanied walks, free swimming, gym sessions, dance classes, new play facilities, healthy school meals, recipe books and cooking classes) within the movement.

Families were invited to join Change4Life. When they joined, they were sent a questionnaire (called *How Are The Kids?*) that asked about a typical day in the life of each child. This enabled Change4Life to send them a personalised action plan with advice for each child (Figure 4).

New products and offers were developed to prompt behaviour change. For example 250,000 ‘snack swapper’ wheels were distributed to help parents negotiate with their children about healthier snacking and seven million free swims were provided by local authorities. 200,000 of the most at-risk families were enrolled in a customer relationship management programme which provided additional continued support.



Figure 4. Personalised action plan

A significant outcome

The campaign exceeded all published targets, as Table 1 shows.

Table 1

|                                                                                                                                       | Year one target | Year one achievement |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|
| Reach (% of all mothers of children under 11 who had an opportunity to see the advertising campaign)                                  | 99%             | 99%                  |
| Awareness (% of all mothers with children under 11 who recalled seeing the Change4Life advertising)                                   | 82%             | 87%                  |
| Logo recognition (% of all mothers with children under 11 who recognised the Change4Life logo)                                        | 44%             | 88%                  |
| Response to <i>How Are The Kids?</i> (total number of questionnaires returned electronically, by post or from face-to-face marketing) | 100,000         | 346,609              |
| Total responses (including website visits, telephone calls, returned questionnaires)                                                  | 1,500,000       | 1,992,456            |
| Sign-up (total number of families who joined Change4Life)                                                                             | 200,000         | 413,466              |
| Sustained interest (total number of families who were proven to still be interacting with Change4Life six months after joining)       | 33,333          | 44,833               |

The campaign helped parents make the link between the behaviours that cause excess weight gain and poor health outcomes. For example:

- 85% of mothers agreed that the Change4Life advertising “made me think about my children’s health in the long term”.
- 81% agreed it “made me think about the link between eating healthily and disease”.
- 83% agreed that it “made me think about the link between physical activity and disease”.

Brand metrics were strong, especially when it came to being clear, trusted, relevant, adaptable to my lifestyle and supportive, not judgemental.

### Getting everyone on board

Change4Life galvanised activity across communities. For example:

- 25,000 community leaders joined Change4Life as local supporters and used Change4Life materials to start conversations with over a million people about their lifestyles.
- 44% of primary schools, children's centres, hospitals, GP surgeries, town halls, leisure centres and libraries displayed Change4Life materials.
- NHS staff ordered over six million leaflets and posters to distribute to the public.
- 183 national organisations (including Asda, Tesco, Unilever, PepsiCo, Kellogg's, Nintendo and the Fitness Industry Association) spent their own money marketing Change4Life and supported the movement by, for example, selling bikes at cost, providing money-off fruit and vegetables and funding free exercise sessions.
- Primary schools generated over 50,000 sign-ups to Change4Life and created Change4Life-themed assemblies, lessons and healthy school menus.
- Local authorities and primary care trusts joined the initiative up with their own activities and created new ones, such as street parties and road shows, in support of Change4Life.
- Other government departments synchronised their activity and created new activity under Change4Life sub-brands (such as Swim4Life, Play4Life and MuckIn4Life).
- Three of the main health charities (Cancer Research UK, Diabetes UK and the British Heart Foundation) ran their own campaign in support of

Change4Life and other non-governmental organisations, such as Natural England and Sustrans, also supported the campaign.

### Changing behaviours

Early results indicated that families were already changing their behaviours. In the tracking study, 30% of mothers who saw the advertising (equating to over a million mothers) claimed to have changed at least one thing in their children's diets or activity levels as a direct result of Change4Life.

Encouragingly, the number of mothers claiming that their children did all eight of the Change4Life behaviours increased from 16% at the baseline of January 2009 to 20% a year later. This equated to 180,000 more families claiming to do all eight behaviours. The proportion of families claiming to do at least four of the behaviours also increased from 77% to 83%.

While it's true that mothers may have claimed that their children did behaviours when they didn't, parental claims were backed up by sales data provided by commercial partners in the case of food-related behaviours:

- BrandScience analysed data from 7,000 households that were both on the SkyView panel and the TNS family food panel. The analysis compared the ratio of purchases between a selection of typically less healthy products (e.g. full-fat milk and cakes) with typically more healthy products (e.g. fruit and vegetables and pasta) for the full year 2009 and the full year 2008. Brand Science found that the ratio of healthy to unhealthy products improved significantly among C2DE families with children

who had high exposure to the Change4Life advertising campaign. Penetration of healthier products increased by 20% in these households and volume of healthier products increased by 9%.

- dunnhumby analysed actual purchases (using the Tesco Clubcard database) of 10,000 of the families who were most engaged with Change4Life. The analysis compared purchases made at Tesco during September, October and November 2009 with the same three months of 2008 (i.e. pre-Change4Life). To factor out the impact of pricing and sales promotion, dunnhumby created a control group of 10,000 non-Change4Life families who were demographically comparable and whose purchasing in 2008 matched the intervention group. The analysis found a significant difference in the purchasing behaviour of the intervention group relative to the control. Specifically, Change4Life families bought more low-sugar drinks, more low-fat milk, more fruit and vegetables, more dried pasta and fewer cakes relative to the control.

Achieving cost effectiveness

The Central Office of Information’s Artemis tool holds data for 54 government campaigns and enables government departments to assess the cost effectiveness of their activity. As Table 2 shows, *How Are The Kids?* (HATK) was the most cost-effective response mechanism in government.

Table 2

|                               | COI Artemis average | COI Artemis forecast for HATKs | HATKs actual |
|-------------------------------|---------------------|--------------------------------|--------------|
| Cost per response             | £13                 | £5                             | £5           |
| Cost per active response      | £115                | £22                            | £10          |
| Cost per immediate conversion | £303                | £27                            | £15          |

The DoH committed £75 million to the first three years of Change4Life. In addition to the free activity provided by local authorities, the NHS and community groups, the Change4Life movement attracted significant funding from partners such as, for example:

- £1.5 million from other government departments.
- £9 million spent by national partners.
- £12.5 million in free media space for the launch.
- £500,000 in free media with the sponsorship of Channel 4’s *The Simpsons*.
- £200 million in future commitments by the Business4Life consortium.

Collectively, these gave a return on investment of £2.98 for every £1 spent. But the ultimate return on investment will be experienced in 2050, when children who avoid obesity today do not develop obesity-related illness, such as type 2 diabetes, cancer and heart disease in middle age, potentially saving society £50 billion per annum.

# Sponsors

## Aviva - 300 Years of Insight

We're the world's sixth-largest insurance group and the biggest in the UK, with 46,000 employees that everyday serve 53 million customers worldwide.

We are committed to delivering one distinctive experience for our customers. Wherever they are, we want them each to feel that "no one recognises me like Aviva". Our global consumer research reveals that most of our competitors are particularly bad at recognising people's individual significance. This research also tells us that small human touches can make a huge difference to a customer's experience. Our aim is to make recognition the familiar quality that distinguishes Aviva from our competitors - just as Apple means user-friendliness and FedEx means reliability.

BT operates in over 170 countries and is one of the world's leading communications services companies. BT is a major supplier of networked IT services to government departments and multinational companies. It's the UK's largest communications service provider to consumer and business markets and is made up primarily of four customer-facing lines of business: BT Retail, BT Global Services, Openreach, and BT Wholesale.

BT operates in a thriving, multi-trillion pound industry that spans the whole world. In recent years the global communications market has been focused on convergence, whereby the boundaries between telcos, IT companies, software businesses, hardware manufacturers and broadcasters have become intertwined to create a new communications industry.

BT has evolved from being a supplier of telephony services to become a



"We know insurance isn't just about policies' and pensions; it's about people. That's why we're making our customers the big picture, putting a spotlight on them and our people. Putting customers at the heart of everything not only makes sense for them, it makes good commercial sense too." (Amanda Mackenzie, Aviva's chief marketing and communications officer)

We are working hard every day to build the company around what our customers want from us. That's why Aviva now ranks among the UK's top ten most valuable brands, according to the 2010 Brand Finance Global 500 survey and that success is something we are looking to replicate across the world.



leading provider of innovative communications products, services, solutions and entertainment products. BT's business customers range from multinational, multi-site corporations to SMEs and start-ups.

More than 80 per cent of the FTSE 100 and 40 per cent of Fortune 500 companies rely on BT for networking, applications and system integration. The National Health Service, Procter & Gamble, PepsiCo, BMW, Emirates, Fiat, Microsoft, Philips, and Unilever are just some of the organisations working with BT.

BT has been a driving force behind the success of 'Broadband Britain'. Thanks to the company's investment, nearly every home in Britain now has access to broadband and in September 2009, BT announced plans to more than double the availability of its fastest fibre broadband service.

# MARKETING EXCELLENCE 2

"A treasure trove of examples covering the whole waterfront, from launching new brands to revitalising, sustaining and extending established ones, and from insights to advertising and sustainability. Whatever your business, it should make you proud to be a marketer, shake up your thinking and inspire you to go the extra mile."

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"This exciting book demonstrates how great marketing can solve the most difficult problems, through analysis, teamwork and creativity.

It contains 34 fascinating case studies, selected from hundreds of high quality entries to The Marketing Society Awards for Excellence. Those involved had the determination to win, and the courage to think differently. An inspiring read."

Professor Hugh Davidson, Co-Founder, Oxford Strategic Marketing

"This is the textbook, the toolkit and the manual for marketing excellence."

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# 5 a day

Giving them their 5 portions of fruit or veg a day  
is easier than you think



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# 5 a day

It can be easier than you think to give your kids a variety of five or more portions of fruit and veg a day. One kid's portion size roughly works out as the child's handful of fruit or veg. Here are lots of different ideas on how to get a portion:

## 1. Drink one

One glass (150ml) of unsweetened fruit juice per day counts as one portion. So they can start on their way to 5 A DAY at breakfast. For under 5s, dilute fruit juice with 2 parts water to 1 of juice.

## 2. Defrost one

Frozen fruit and veg count towards 5 A DAY and can be just as good as fresh. It only takes a couple of minutes to microwave some frozen peas.

## 3. Open one

Canned fruit and veg counts too, so get busy with the tin opener! Choose canned fruit and veg in its own juice, which is healthier than eating fruit canned in sugary syrup or veg canned with added salt and sugar.

## 4. Chop one

Fruit can be fun for kids. Peel it, slice it, make shapes with it and you'll make it easy for them to enjoy.

## 5. Pack one

A piece of fruit or veg can help cheer up a lunchbox. Try carrot sticks, baby tomatoes or a banana with a face drawn on the skin.

## 6. Sprinkle one

It's easy to add fresh, frozen or canned fruit and veg to meals. Try sprinkling sweetcorn or pineapple chunks on top of a pizza.

## 7. Dip one

It's fun to dunk. Cucumber, pepper & carrot sticks all go well with lower fat dips.

## 8. Add one

Try grated or chopped carrots in spag bol, or throw tasty veg into a sauce.

## 9. Snack on one

Fresh and dried fruit counts. Try a small handful of raisins or dried apricots – they make a great 5 A DAY treat. It's also a good idea to pack some healthy snacks for when you're out and about and the kids get peckish.

## 10. Pulse one

Lentils, beans and peas are all pulses that count towards 5 A DAY and they can easily be added to stews and salads.



# easy ways to make lunchboxes healthier



School dinners are changing for the better you should have noticed a difference in what's on offer, with healthier foods being served.

If your children prefer packed lunches here are some tips to help make their packed lunch healthier too. You can make up the lunch in the morning before school. Or, if you're usually pushed for time in the morning, prepare it the night before and put it in the fridge.

## me sized meals

Even though they are growing children need to eat the right amount for their age. Young children will need quite small portions of foods and older children who are very active may need much larger amounts.

# a healthy lunchbox contains a variety of foods

**Start with starchy foods - always include foods like bread, rolls, bagels, wraps, rice, pasta or potato.**

Start their packed lunch off with some starchy carbohydrate to give long-lasting energy. Wholegrain or white bread are probably the easiest choice but for a change from ordinary bread you could try pitas, bagels, baguettes, ciabatta, bread rolls or wraps.

Wholegrain or plain pasta or couscous can be mixed with meat, fish and vegetables and eaten cold.

## **and then Protein**

Add a portion a food rich in protein, such as chicken, lean meat, fish, egg or cheese either on its own or as a sandwich filler.

## **add a couple of portions of fruit and vegetables**

Try to add a portion of fruit and a portion of vegetables to help towards their 5-a-day.

## **need something extra?**

Add a healthy snack like a yoghurt, currant bun or rice pudding.

## **thirsty?**

Remember always include a drink. Water, milk, pure fruit juice and fruit smoothies are good choices. It is important your child has plenty of water to drink, this should be freely available in school.

## **five a day**



- As well as fresh fruit such as apples and bananas you can add variety by including a handful of grapes, chopped fresh fruit salad, orange segments or melon pieces, or a small box of raisins or tinned fruit in juice.
- Don't forget to include some vegetables, such as cherry tomatoes, or sticks of carrot, cucumber, broccoli, celery and peppers.
- Once a week, why not go for a colourful mixed salad and a bread roll.

## **keep it cool! - avoid food poisoning**

Lunchboxes should be kept cool - ideally use an insulated lunchbox with icepacks or a frozen carton of juice to keep it cool. If sandwiches are prepared the previous evening, always store them in a fridge overnight. And don't forget to keep the packed lunch cool at school.

here are a few lunch ideas to try, or you could make up your own combinations

Suggestions for a weeks packed lunch menus:



## day one

Multigrain bread or rolls  
Cheddar cheese with apple slices  
or cranberry sauce or chopped  
hard boiled eggs with cucumber or  
lettuce

Banana  
Flapjack  
Pure fruit juice - orange

## day two

Cooked pasta or cous cous mixed  
with cooked chicken or turkey,  
tomatoes, and lettuce

Pear  
A pot of fruit yoghurt  
Sparkling water

## day three

Multigrain bread or crackers  
Light low fat cheese spread and  
dried apricots or cucumber

Tangerine /satsuma  
Malt loaf or scotch pancakes  
Pure fruit juice - apple

## day four

Pitta pockets or wraps with ham  
with sliced tomatoes, lettuce and  
cucumber  
Apple

Bara Brith  
Yoghurt drink  
Plain water



## day five

Ciabatta bread or bagels  
Tuna, cucumber, green pepper,  
sweetcorn and tomato  
Pot of mixed sliced fruit

- melon and pineapple cubes  
with grapes  
Rice pudding pot  
Fruit smoothie

## top tips for a healthier lunchbox

- Pack foods attractively; cut foods into shapes; use a variety of containers. This is an opportunity to re-cycle packaging e.g. use clean, empty containers.
- Involve your child in planning his/her lunchbox. Encourage him/her to try new foods. Variety is the key to a healthier lunchbox. Give praise, reward stickers etc, if they eat new foods.
- You could also raid the fridge for leftovers some foods taste just as good cold, such as pizza or pasta. Cook extra pasta or couscous. Mix with cut-up vegetables, and protein such as tuna, then just add your favourite dressing.
- Make sandwiches with thickly sliced bread, or choose rolls or mini pitta breads. Go for wholegrain or wholemeal varieties when you can.

Many children are taking food to school that contains too much saturated fat, salt and sugar. To help parents give their children varied and balanced lunchboxes, here are some practical tips and suggestions.

## tips for cutting down on fat

- Cut down on the amount of butter, margarine or mayonnaise you use and use lower fat alternatives.
- Use low-fat sandwich fillings, such as chicken, lean meats, ham, beef, fish (e.g. tuna), boiled egg.

## tips for reducing sugar



- Rather than drinks that are very high in sugar, such as fizzy drinks or 'juice drinks', go for unsweetened fruit juice, water, milk or fruit smoothies.
- Replace cakes, chocolates and biscuits with scones, currant buns, fruit bread, fruit, pot of rice pudding or yoghurt.

## tips for reducing salt

- Cut down on snacks that are high in salt, such as crisps and salted nuts. Replace them with unsalted or lower salt varieties or choose fresh, dried or tinned fruit instead.
- Watch out for heavily salted foods such as bacon, cheese and smoked fish. It's not a good idea to give these to your child every day.
- Go easy with sauces and pickles because these are often very high in salt.